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ABSTRACT

Testimony presented at hearings for a bill to provide for the strengthening of American educational resources for international studies and research is contained in this volume. The bill and its amendments, which are reproduced, call for the establishment of centers for advanced international studies grants to strengthen undergraduate programs in international studies, and amendments to strengthen Title VI of the National Defense Education Act (NDEA) of 1958. Testimony from witnesses appearing before the subcommittee on education is followed by prepared statements of representatives from institutions involved with international studies and research. Additional supporting information includes a proposed amendment to vest statutory authority for language and area centers and fellowships under Title VI of NDEA, 11 articles relating the benefits of study abroad, and copies of communications sent to members of the subcommittee from concerned individuals in education, government, and business. Responses to questions from the committee and selected tabular matter conclude the hearing materials. (KSM)

ED 093756

INTERNATIONAL EDUCATION ACT

JUN

HEARINGS

BEFORE THE

SUBCOMMITTEE ON EDUCATION

OF THE

COMMITTEE ON

LABOR AND PUBLIC WELFARE

UNITED STATES SENATE

EIGHTY-NINTH CONGRESS

SECOND SESSION

ON

S. 2874

A BILL TO PROVIDE FOR THE STRENGTHENING OF AMERICAN EDUCATIONAL RESOURCES FOR INTERNATIONAL STUDIES AND RESEARCH

H.R. 14643

AN ACT TO PROVIDE FOR THE STRENGTHENING OF AMERICAN EDUCATIONAL RESOURCES FOR INTERNATIONAL STUDIES AND RESEARCH

AUGUST 17, 19, AND SEPTEMBER 19, 1966

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Committee on Labor and Public Welfare

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INTERNATIONAL EDUCATION ACT

WEDNESDAY, AUGUST 17, 1966

United States Senate,
Subcommittee on Education of the
Committee on Labor and Public Welfare,
Washington, D.C.

The subcommittee met, pursuant to notice, at 10:05 o'clock a.m., in room 4200, New Senate Office Building, Senator Wayne Morse, chairman of the subcommittee, presiding.

Present: Senators Morse (presiding), Yarborough, Randolph, and Javits.

Committee staff present: John S. Forsythe, general counsel; Charles Lee, professional staff member; and Roy H. Millenson, minority clerk.

Senator Morse. The hearing will come to order.

We open our hearings this morning on S. 2874 and H.R. 14643, measures relating to legislation proposed by the President in his message on International Health and Education of last February.

At this point in the hearings record, I direct that the President's message, the text of the two bills and the House Committee report on H.R. 14643 be printed, together with fact sheet material prepared by the Office of Education and such departmental reports as are received.

(The documents referred to follow:)

89th Congress 2d Session } HOUSE OF REPRESENTATIVES { Document No. 375

INTERNATIONAL EDUCATION AND HEALTH

MESSAGE

FROM

THE PRESIDENT OF THE UNITED STATES

RELATIVE TO

INTERNATIONAL EDUCATION AND HEALTH PROGRAMS

February 2, 1966.—Referred to the Committee of the Whole House on the State of the Union and ordered to be printed

To the Congress of the United States:

Last year the Congress by its action declared: the Nation's No. 1 task is to improve the education and health of our people.

Today I call upon Congress to add a world dimension to this task. I urge the passage of the International Education and Health Acts of 1966.

We would be shortsighted to confine our vision to this Nation's shorelines. The same rewards we count at home will flow from sharing in a worldwide effort to rid mankind of this slavery of ignorance and the scourge of disease.

We bear a special role in this liberating mission. Our resources will be wasted in defending freedom's frontiers if we neglect the spirit that makes men want to be free.

Half a century ago, the philosopher William James declared that mankind must seek "a moral equivalent of war."

The search continues—more urgent today than ever before in man's history.

Ours is the great opportunity to challenge all nations, friend and foe alike, to join this battle.

We have made hopeful beginnings. Many of the programs described in this message have been tested in practice. I have directed our agencies of government to improve and enlarge the programs already authorized by Congress.

Now I am requesting Congress to give new purpose and new power to our efforts by declaring that—

> Programs to advance education and health are basic building blocks to lasting peace.
>
> They represent a long-term commitment in the national interest.
>
> The Department of Health, Education, and Welfare is charged with a broad authority to help strengthen our country's capacity to carry on this noble adventure.

EDUCATION

Education lies at the heart of every nation's hopes and purposes. It must be at the heart of our international relations.

We have long supported UNESCO and other multilateral and international agencies. We propose to continue these efforts with renewed vigor.

Schooled in the grief of war, we know certain truths are self-evident in every nation on this earth:

> Ideas, not armaments, will shape our lasting prospects for peace.
>
> The conduct of our foreign policy will advance no faster than the curriculum of our classrooms.
>
> The knowledge of our citizens is one treasure which grows only when it is shared.

International education cannot be the work of one country. It is the responsibility and promise of all nations. It calls for free exchange and full collaboration. We expect to receive as much as we give, to learn as well as to teach.

Let this Nation play its part. To this end, I propose to strengthen our capacity for international educational cooperation; to stimulate exchange with students and teachers of other lands; to assist the progress of education in developing nations; to build new bridges of international understanding.

I. TO STRENGTHEN OUR CAPACITY FOR INTERNATIONAL EDUCATIONAL COOPERATION

Our education base in this country is strong. Our desire to work with other nations is great. But we must review and renew the purpose of our programs for international education. I propose to—

(1) *Direct the Secretary of Health, Education, and Welfare to establish within his Department a Center for Educational Cooperation.*—This Center will be a focal point for leadership in international education. While it will not supplant other governmental agencies already conducting programs in this field, it will—

> Act as a channel for communication between our missions abroad and the U.S. educational community;
>
> Direct programs assigned to the Department of Health, Education, and Welfare;
>
> Assist public and private agencies conducting international education programs.

(2) *Appoint a Council on International Education.*—Our commitment to international education must draw on the wisdom, experience, and energy of many people. This Council, to be composed of outstanding leaders of American education, business, labor, the professions, and philanthropy, will advise the Center for Educational Cooperation.

(3) *Create a Corps of Education Officers to serve in the U.S. Foreign Service.*—As education's representatives abroad, they will give sharper direction to our programs. Recruited from the ranks of outstanding educators, they will report directly to the ambassador when serving in foreign missions.

(4) *Stimulate new programs in international studies for elementary and secondary schools.*—No child should grow to manhood in America without realizing the promise and the peril of the world beyond our borders. Progress in teaching about world affairs must not lag behind progress made in other areas of American education.

I am directing the Secretary of Health, Education, and Welfare to earmark funds from title IV of the Elementary and Secondary Education Act of 1965 so that our regional education laboratories can enrich the international curriculums of our elementary and secondary schools.

(5) *Support programs of international scope in smaller and developing colleges.*—Many of our Nation's institutions have been unable to share fully in international projects. By a new program of incentive grants administered through HEW these institutions will be encouraged to play a more active role.

(6) *Strengthen centers of special competence in international research and training.*—Over the past two decades, our universities have been a major resource in carrying on development programs around the world. We have made heavy demands upon them. But we have not supported them adequately.

I recommend to the Congress a program of incentive grants administered by HEW for universities and groups of universities—

(*a*) To promote centers of excellence in dealing with particular problems and particular regions of the world.

(*b*) To develop administrative staff and faculties adequate to maintain long-term commitments to overseas educational enterprises.

In addition, I propose that AID be given authority to provide support to American research and educational institutions, for increasing their capacity to deal with programs of economic and social development abroad.

II. TO STIMULATE EXCHANGE WITH THE STUDENTS AND TEACHERS OF OTHER LANDS

Only when people know about—and care about—each other will nations learn to live together in harmony. I therefore propose that we—

(1) *Encourage the growth of school-to-school partnerships.*—Through such partnerships, already pioneered on a small scale, a U.S. school may assist the brick-and-mortar construction of a sister school in less developed nations. The exchange can grow to include books and equipment, teacher and student visits.

To children, it can bring deep understanding and lasting friendships.

I recommend a goal of 1,000 school-to-school partnerships.

This program will be administered by the Peace Corps, in cooperation with AID, particularly its partners of the Alliance program. The chief cost will be borne by the voluntary contributions of the participating schools.

(2) *Establish an exchange Peace Corps.*—Our Nation has no better ambassadors than the young volunteers who serve in 46 countries in the Peace Corps. I propose that we welcome similar ambassadors to our shores. We need their special skills and understanding, just as they need ours.

These "volunteers to America" will teach their own language and culture in our schools and colleges. They will serve in community programs alongside VISTA volunteers. As our Peace Corps volunteers learn while they serve, those coming to the United States will be helped to gain training to prepare them for further service when they return home.

I propose an initial goal of 5,000 volunteers.

(3) *Establish an American Education Placement Service.*—We have in the United States a reservoir of talent and good will not yet fully tapped:

School and college teachers eager to serve abroad;

Professors and administrators who are retired or on sabbatical leave;

Peace Corps volunteers who desire further foreign service.

To encourage these men and women to assist in the developing nations and elsewhere, I recommend that we establish an American Education Placement Service in HEW. It will act as an international recruitment bureau for American teachers, and will provide supplemental assistance for those going to areas of special hardship. In time, I hope this Service will lead to the development of a World Teacher Exchange—in which all nations may join to bring their classrooms into closer relationship with one another.

III. TO ASSIST THE PROGRESS OF EDUCATION IN DEVELOPING NATIONS

To provide direct support for those countries struggling to improve their education standards, I propose that we—

(1) *Enlarge AID programs of education assistance.*—In my message on foreign assistance, I directed AID to make a major effort in programs of direct educational benefit. These will emphasize teacher training, vocational and scientific education, construction of educational facilities, specialized training in the United States for foreign students, and help in publishing badly needed textbooks.

(2) *Develop new techniques for teaching basic education and fighting illiteracy.*—Our own research and development in the learning process can be adapted to fit the needs of other countries. Modern technology and new communications techniques have the power to multiply the resources available to a school system.

I am calling on HEW to support basic education research of value to the developing nations.

I am requesting AID to conduct studies and assist pilot projects for applying technology to meet critical education shortages.

(3) *Expand U.S. Summer Teaching Corps.*—The Agency for International Development now administers programs for American teach-

ers and professors who participate in summer workshops in less developed countries. They serve effectively to support teacher training in these countries. They also enrich their own teaching experience.

I propose this year that AID double the number of U.S. participants in the Summer Teaching Corps.

(4) *Assist the teaching of English abroad.*—Many of the newer nations have a vital need to maintain English as the language of international communication and national development. We must help meet this demand even as we extend the teaching of foreign languages in our own schools.

I have directed AID, supported by other agencies, to intensify its efforts for those countries which seek our help.

(5) *Establish binational educational foundations.*—We have at our disposal excess foreign currencies in a number of developing nations. Where conditions are favorable, I propose that significant amounts of these currencies be used to support binational educational foundations. Governed by leading citizens from the two nations, they would have opportunities much like those afforded major foundations in the United States to invest in basic educational development.

To the extent further currencies are created by our sales of agricultural commodities abroad, I propose that a portion be earmarked for educational uses, particularly to assist technical training in food production.

IV. TO BUILD NEW BRIDGES OF INTERNATIONAL UNDERSTANDING

The job of international education must extend beyond the classroom. Conferences of experts from many nations, the free flow of books and ideas, the exchange of works of science and imagination can enrich every citizen. I propose steps to—

(1) *Stimulate conferences of leaders and experts.*—I have directed every department and agency to support a series of seminars for representatives from every discipline and every culture to seek answers to the common problems of mankind.

We are ready to serve as host to international gatherings. I have therefore called on the Secretary of State and the Attorney General to explore ways to remove unnecessary hindrances in granting visas to guests invited from abroad.

(2) *Increase the flow of books and other educational material.*—I recommend prompt passage of legislation to implement the Florence agreement and thus stimulate the movement of books and other educational material between nations. This agreement was signed by representatives of the U.S. Government in 1959 and ratified by the Senate in 1960. This necessary congressional action is long overdue to eliminate duties and remove barriers for the importation of educational materials.

I also recommend that Congress implement the Beirut agreement to permit duty-free entry of visual and auditory materials of an educational, scientific, or cultural nature.

Finally, we must encourage American private enterprise to participate actively in educational exchange. I urge the Congress to amend the U.S. Information and Educational Exchange Act of 1948 to permit improvements in the informational media guarantee program.

(3) *Improve the quality of U.S. schools and colleges abroad.*—We have a potentially rich resource in the American elementary and

secondary schools and colleges overseas assisted by the Department of State and AID.

They should be showcases for excellence in education. They should help make overseas service attractive to our own citizens. They should provide close contact with students and teachers of the host country.

I request additional support to assist those institutions which meet these standards.

(4) *Create special programs for future leaders studying in the United States.*—There are some 90,000 foreign students now enrolled in U.S. institutions. Many of them will someday play leading roles in their own countries. We must identify and assist these potential leaders.

I recommend that HEW and AID provide grants to enrich their educational experience through special courses and summer institutes.

HEALTH

The well-being of any nation rests fundamentally upon the health of its people. If they are cursed by disease, their hopes grow dim. If they are plagued by hunger, even the blessings of liberty give little comfort.

We have committed ourselves for many years to relieving human suffering. Today our effort must keep pace with a growing world and with growing problems. Therefore, I propose a program to—

Create an international career service in health;
Help meet health manpower needs in developing nations;
Combat malnutrition;
Control and eradicate disease;
Cooperate in worldwide efforts to deal with population problems.

1. CREATE AN INTERNATIONAL CAREER SERVICE IN HEALTH

The first requirement of an international health program is trained manpower. I propose to—

(1) *Increase the supply of trained Americans.*—I recommend a program of Public Health Service grants to our universities and professional schools. Our first-year goal will be to increase by at least 500 the number of graduate students preparing to participate in international health activities.

(2) *Establish a select corps of international health associates.*—The Public Health Service will recruit young professionals in the health disciplines to be available for assignments at home and overseas. Through service with AID, the Peace Corps, and international organizations, they will gain experience as the first step in building careers in international health.

I recommend recruitment of 100 outstanding young Americans to be the freshman class of international health associates.

(3) *Establish a program of fellows in international health.*—I propose that 50 special fellowships be awarded to the best qualified young Americans with previous experience overseas and demonstrated capacity for leadership. With the help of advanced training, they will prepare for ever more rewarding service in this challenging career.

(4) *Create an international corps in the Public Health Service.*—I have directed the Secretary of Health, Education, and Welfare to

build a career service corps competent to sustain the international health programs in which this country participates.

II. TO HELP MEET THE HEALTH MANPOWER NEEDS OF DEVELOPING NATIONS

In many countries, the struggle for better health is crippled by severe shortages not only of physicians but of all health workers—nurses, sanitarians, laboratory technicians, public health workers, health educators, hospital administrators, and others.

We must work for the day when each country will be able to train, in its own institutions, the health workers it needs. Meanwhile, we must assist in relieving critical manpower needs. Toward these ends I propose to—

(1) *More than double the present AID program to strengthen medical and health training institutions in the developing nations.*—This program supports construction of teaching and laboratory facilities, modernization of teaching materials and methods, and assignments of American faculty abroad.

(2) *Enable the Peace Corps to recruit and provide more volunteers for service in the health manpower programs of the developing nations.*—This will require an expanded recruitment effort, new programs of training, and an increased emphasis on health.

III. TO COMBAT MALNUTRITION

Last year, in a special message to Congress, I emphasized the cost of malnutrition to the developing nations. This cost is counted in stunted human and national growth.

Since then, we have done much to combat hunger. Today, our food-for-peace programs reach about 100 million people.

With our help, a number of countries have begun to establish self-sustaining programs to conquer malnutrition. Through international organizations—the Food and Agriculture Organization, UNICEF, the World Health Organization—we have added further resources to this struggle.

But food production has not kept pace with the increasing demands of expanding population.

Where food is scarce, babies, young children, and mothers are the first affected. By 1967, nearly 270 million of the world's children will suffer from malnutrition. The legions of the hungry will grow unless mankind acts to meet this peril.

This Nation must play a larger role in combating malnutrition, especially among the young. I propose to—

(1) *Establish a Head Start nutritional program* to increase the number of infants, children, and mothers receiving adequate diets under the food-for-peace program.

Our assistance currently reaches about 70 million children, 10 million of whom are under 5 years of age. Our goal must be to help the developing nations start or expand programs that will reach 150 million children within the next 5 years.

To overcome the most serious nutritional diseases, I have directed AID to enlarge its program for enriching milk and other food-for-peace commodities with vitamins and minerals.

(2) *Provide training in nutrition.*—The developing nations need trained manpower—professional, technical, and administrative—to carry out effective nutrition programs. I am requesting that Congress appropriate funds for AID to support training in the United States for nutrition specialists from the developing countries and to support training institutions that have been established in 27 nations.

(3) *Expand research on malnutrition.*—We need to know much more about the effects of nutritional deficiency; the cheapest and best ways to apply technological advances; and how to develop new, rich sources of protein. I am requesting funds for AID to expand basic and applied research in these areas.

IV. TO CONTROL AND ERADICATE DISEASES

In the rich nations, a healthy childhood is the birthright of most children. But in the poor nations, children die daily of diarrheal diseases and cholera. Smallpox, malaria, and yellow fever—all preventable diseases—drain the health of the people and the economy of the nation. Animal diseases destroy desperately needed food.

To launch a simultaneous and concerted attack upon these major infectious diseases, I propose that we initiate or enlarge programs to—

(1) *Eradicate malaria—within 10 years—from the Western Hemisphere, Ethiopia, Nepal, Jordan, the Philippines, Thailand, India, Pakistan, and Iran.*—The United States assists 15 malaria eradication programs now in progress. I am requesting additional funds to expand these programs, and thus bring freedom from this disease to more than 800 million people in the coming decade.

We will strengthen the Pan American Health Organization as coordinator of the hemispheric attack on malaria. We will support the efforts of the World Health Organization.

(2) *Eradicate small pox throughout the world by 1975.*—Toward this goal, we will continue our support for the World Health Organization and provide special AID support for 19 West African countries which have requested our assistance.

(3) *Reduce the hazard of measles.*—Measles, a relatively mild disease in our country, is virulent in others. It kills many children. It leaves others blind, deaf, or mentally retarded. AID and the Public Health Service have conducted a successful pilot project in measles immunization in Upper Volta. Since then, nearly all the neighboring West African countries have requested similar assistance. AID will expand its vaccination program to help those countries control measles within the next 5 years.

(4) *Develop the means to control cholera and diarrheal diseases in developing nations.*—Because cholera cannot yet be prevented, we must develop more effective means of control. Through our own research, through cooperative programs with Japan, and through continued assistance to the SEATO Cholera Research Center in East Pakistan, we will move actively to curb the outbreak of this dread disease.

Diarrheal disease, a major cause of infant death in the poor nations, is transmitted largely through contaminated water. Working directly with these nations and with international organizations, AID will expand worldwide programs to insure safe water supplies.

(5) *Control animal diseases.*—Control or eradication of animal diseases could increase the meat supply by more than 25 percent in a

number of developing nations. As many as three-fourths of the rural population suffer from debilitating diseases that originate in animals.

I am requesting funds to support the Pan American Health Organization in developing and testing vaccines against rabies and foot-and-mouth disease. In addition, we will support PAHO as it initiates and expands control measures against foot-and-mouth disease in several Latin American countries.

(6) *Expand United States-Japan science cooperation.*—In 1965 we joined Japan in a cooperative science program to combat some of the major diseases of Asia—leprosy, parasitic diseases, tuberculosis, cholera, and malnutrition. I am requesting funds to expand this important venture administered through the Department of Health, Education, and Welfare.

V. TO COOPERATE IN WORLDWIDE EFFORTS TO DEAL WITH POPULATION PROBLEMS

By 1970, there will be 300 million more people on this earth. A reliable estimate shows that at present rates of growth the world population could double by the end of the century. The growing gap—between food to eat and mouths to feed—poses one of mankind's greatest challenges. It threatens the dignity of the individual and the sanctity of the family.

We must meet these problems in ways that will strengthen free societies—and protect the individual right to freedom of choice.

To mobilize our resources more effectively, I propose programs to—

(1) *Expand research in human reproduction and population dynamics.*—We are supporting research efforts through the Department of Health, Education, and Welfare, AID, and the World Health Organization. I am requesting funds to increase the pace and scope of this effort. The effort, to be successful, will require a full response by our scientific community.

(2) *Enlarge the training of American and foreign specialists in the population field.*—We are supporting training programs and the development of training programs through the Department of Health, Education, and Welfare and AID. We will expand these programs at home and abroad.

(3) *Assist family planning programs in nations which request such help.*—Here at home, we are gaining valuable experience through new programs of maternal and infant care as well as expansion of private and public medical care programs. Early last year we made clear our readiness to share our knowledge, skill, and financial resources with the developing nations requesting assistance. We will expand this effort in response to the increasing number of requests from other countries.

THE CHOICE WE MUST MAKE

We call on rich nations and poor nations to join with us—to help each other and to help themselves. This must be the first work of the world for generations to come.

For our part, the programs in international education and health I am recommending this year will total $524 million:

$354 million in the foreign assistance program.

$103 million in the Health, Education, and Welfare Department program.

$11 million in the Peace Corps program.

$56 million in the State Department cultural and education program.

As I indicated in my message on foreign assistance yesterday, these programs will be conducted in a manner consistent with our balance-of-payments policy.

Last fall, speaking to a gathering of the world's scholars at the Smithsonian Institution, I said: "* * * We can generate growing light in our universe—or we can allow the darkness to gather."

In the few months since then, 44 million more children have come into the world. With them come more hunger—and more hope.

Since that time the gross national product of our Nation has passed the $700 billion mark.

The choice between light and darkness, between health and sickness, between knowledge and ignorance, is not one that we can ignore.

The light we generate can be the brightest hope of history. It can illuminate the way toward a better life for all. But the darkness—if we let it gather—can become the final, terrible midnight of mankind.

The International Education and Health Acts of 1966 present an opportunity to begin a great shared adventure with other nations.

I urge the Congress to act swiftly for passage of both measures.

Our national interest warrants it.

The work of peace demands it.

LYNDON B. JOHNSON.

THE WHITE HOUSE, *February 2, 1966.*

89th CONGRESS
2d Session

S. 2874

IN THE SENATE OF THE UNITED STATES

February 3 (legislative day, January 26), 1966

Mr. Morse (for himself, Mr. Clark, Mr. Gruening, Mr. Hartke, Mr. Inouye, Mr. Kennedy of Massachusetts, Mr. Long of Missouri, Mrs. Neuberger, Mr. Pell, Mr. Randolph, Mr. Ribicoff, Mr. Williams of New Jersey, and Mr. Yarborough) introduced the following bill; which was read twice and referred to the Committee on Labor and Public Welfare

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A BILL

To provide for the strengthening of American educational resources for international studies and research.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "International Education Act of 1966".

FINDINGS AND DECLARATION

Sec. 2. The Congress hereby finds and declares that a knowledge of other countries is of the utmost importance in promoting mutual understanding and cooperation between nations; that strong American educational resources are a necessary base for strengthening our relations with other

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countries; that this and future generations of Americans should be assured ample opportunity to develop to the fullest extent possible their intellectual capacities in all areas of knowledge pertaining to other countries, peoples, and cultures; and that it is therefore both necessary and appropriate for the Federal Government to assist in the development of resources for international study and research and to assist the progress of education in developing nations, in order to meet the requirements of world leadership.

CENTERS FOR ADVANCED INTERNATIONAL STUDIES

SEC. 3. (a) The Secretary of Health, Education, and Welfare (hereinafter referred to as the "Secretary") is authorized to arrange through grants to institutions of higher education, or combinations of such institutions, for the establishment, strengthening, and operation by them of graduate centers which will be national and international resources for research and training in international studies. Activities carried on in such centers may be concentrated either on specific geographical areas of the world or on particular fields or issues in international affairs which concern one or more countries, or both.

(b) Grants under this section may be used to cover part or all of the cost of establishing, strengthening, equipping, and operating research and training centers, including the cost of teaching and research materials and resources and the cost of programs for bringing visiting scholars and faculty to the center, for the training and improvement of the staff, and for the travel of the staff in foreign areas, regions, or countries with which the center may be concerned. Such grants may also include funds for stipends (in such amounts as may be determined in accordance with regulations of the Secretary) to individuals undergoing training in such centers, including allowances for dependents and for travel here and abroad. Grants under this section shall be made on such conditions as the Secretary finds necessary to carry out its purposes.

GRANTS TO STRENGTHEN UNDERGRADUATE PROGRAMS IN INTERNATIONAL STUDIES

SEC. 4. (a) The Secretary is authorized to make grants to institutions of higher education to assist them in planning, developing, and carrying out a comprehensive program to strengthen and improve undergraduate instruction in international studies. Grants made under this section may be for projects and activities which are an integral part of such a comprehensive program such as—

(1) faculty planning for the development and expansion of undergraduate programs in international studies;

(2) training of faculty members in foreign countries;

(3) expansion of foreign language courses;

(4) work in the social sciences and humanities which is related to international studies;

(5) planned and supervised student work-study-travel programs; and

(6) programs under which foreign teachers and scholars may visit institutions as visiting faculty or resource persons.

(b) A grant may be made under this section only upon application to the Secretary at such time or times and containing such information as he deems necessary. The Secretary shall not approve an application unless it—

(1) sets forth a program for carrying out one or more projects or activities for which a grant is authorized under subsection (a);

(2) sets forth policies and procedures which assure that Federal funds made available under this section for any fiscal year will be so used as to supplement and, to the extent practical, increase the level of funds that would, in the absence of such Federal funds, be made available for purposes which meet the requirements of subsection (a), and in no case supplant such funds;

(3) provides for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement of and accounting for Federal funds paid to the applicant under this section; and

(4) provides for making such report, in such form and containing such information, as the Secretary may require to carry out his functions under this section, and for keeping such records and for affording such access thereto as the Secretary may find necessary to assure the correctness and verification of such reports.

(c) The Secretary shall allocate grants to institutions of higher education under this section in such manner and according to such plan as will most nearly provide an equitable distribution of the grants throughout the States while at the same time giving a preference to those institutions which are most in need of additional funds for programs in international studies and which show real promise of being able to use additional funds effectively.

METHOD OF PAYMENT; FEDERAL ADMINISTRATION

SEC. 5. (a) Payments under this Act may be made in installments, and in advance or by way of reimbursement with necessary adjustments on account of overpayments or underpayments.

(b) In administering the provisions of this Act, the Secretary is authorized to utilize the services and facilities of any agency of the Federal Government and of any other public or nonprofit agency or institution, in accordance with agreements between the Secretary and the head thereof.

FEDERAL CONTROL OF EDUCATION PROHIBITED

SEC. 6. Nothing contained in this Act shall be construed to authorize any department, agency, officer, or employee of the United States to exercise any direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution.

APPROPRIATIONS AUTHORIZED

SEC. 7. For the purpose of making grants under sections 3 and 4 of this Act, there are authorized to be appropriated such sums as may be necessary for the fiscal year ending June 30, 1967, and each of the four succeeding fiscal years.

AMENDMENTS TO STRENGTHEN TITLE VI OF THE NATIONAL DEFENSE EDUCATION ACT OF 1958

Removing Requirement for Area Centers That Adequate Language Instruction Not Be Readily Available

SEC. 8. (a) (1) The first sentence of section 601 (a) of the National Defense Education Act of 1958 is amended by striking out "(1)" and by striking out ", and (2) that adequate instruction in such language is not readily available in the United States".

(2) The first sentence of section 601 (b) is amended by striking out "(with respect to which he makes the determination under clause (1) of subsection (a))" and inserting in lieu thereof "(with respect to which he makes the determination under subsection (a))".

Removing 50 Per Centum Ceiling on Federal Participation

(b) The third sentence of section 601 (a) is amended by striking out "not more than 50 per centum" and inserting "all or part" in lieu thereof.

Authorizing Grants as Well as Contracts for Language and Area Centers

(c) Section 601 (a) is amended by inserting "grants to or" after "arrange through" in the first sentence, and by inserting "grant or" before "contract" each time that it appears in the second and third sentences.

89TH CONGRESS
2D SESSION

H. R. 14643

IN THE SENATE OF THE UNITED STATES

JUNE 7, 1966

Read twice and referred to the Committee on Labor and Public Welfare

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AN ACT

To provide for the strengthening of American educational resources for international studies and research.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "International Education Act of 1966".

FINDINGS AND DECLARATION

SEC. 2. The Congress hereby finds and declares that a knowledge of other countries is of the utmost importance in promoting mutual understanding and cooperation between nations; that strong American educational resources are a necessary base for strengthening our relations with other countries; that this and future generations of Americans

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should be assured ample opportunity to develop to the fullest extent possible their intellectual capacities in all areas of knowledge pertaining to other countries, peoples, and cultures; and that it is therefore both necessary and appropriate for the Federal Government to assist in the development of resources for international study and research, to assist in the development of resources and trained personnel in academic and professional fields, and to coordinate the existing and future programs of the Federal Government in international education, to meet the requirements of world leadership.

CENTERS FOR ADVANCED INTERNATIONAL STUDIES

SEC. 3. (a) The Secretary of Health, Education, and Welfare (hereinafter referred to as the "Secretary") is authorized to arrange through grants to institutions of higher education, or combinations of such institutions, for the establishment, strengthening, and operation by them of graduate centers which will be national and international resources for research and training in international studies and the international aspects of professional and other fields of study. Activities carried on in such centers may be concentrated either on specific geographical areas of the world or on particular fields or issues in world affairs which concern one or more countries, or on both. The Secretary may also make grants to public and private nonprofit agencies and organizations, including professional and scholarly associations, when such grants will make an especially significant contribution to attaining the objectives of this section.

(b) Grants under this section may be used to cover part or all of the cost of establishing, strengthening, equipping, and operating research and training centers, including the cost of teaching and research materials and resources, the cost of programs for bringing visiting scholars and faculty to the center, and the cost of training, improvement, and travel of the staff for the purpose of carrying out the objectives of this section. Such grants may also include funds for stipends (in such amounts as may be determined in accordance with regulations of the Secretary) to individuals undergoing training in such centers, including allowances for dependents and for travel for research and study here and abroad. Grants under this section shall be made on such conditions as the Secretary finds necessary to carry out its purposes.

GRANTS TO STRENGTHEN UNDERGRADUATE PROGRAMS IN INTERNATIONAL STUDIES

SEC. 4. (a) The Secretary is authorized to make grants to institutions of higher education, or combinations of such institutions, to assist them in planning, developing, and carrying out a comprehensive program to strengthen and improve undergraduate instruction in international studies, Grants made under this section may be for projects and activities which are an integral part of such a comprehensive program such as—

(1) planning for the development and expansion of undergraduate programs in international studies;

(2) teaching, research, curriculum development, and other related activities;

(3) training of faculty members in foreign countries;

(4) expansion of foreign language courses;

(5) planned and supervised student work-study-travel programs; and

(6) programs under which foreign teachers and scholars may visit institutions as visiting faculty.

The Secretary may also make grants to public and private nonprofit agencies and organizations, including professional and scholarly associations, when such grants will make an especially significant contribution to attaining the objectives of this section.

(b) A grant may be made under this section only upon application to the Secretary at such time or times and containing such information as he deems necessary. The Secretary shall not approve an application unless it—

(1) sets forth a program for carrying out one or

more projects or activities for which a grant is authorized under subsection (a);

(2) sets forth policies and procedures which assure that Federal funds made available under this section for any fiscal year will be so used as to supplement and, to the extent practical, increase the level of funds that would, in the absence of such Federal funds, be made available for purposes which meet the requirements of subsection (a), and in no case supplant such funds;

(3) provides for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement of and accounting for Federal funds paid to the applicant under this section; and

(4) provides for making such report, in such form and containing such information, as the Secretary may require to carry out his functions under this section, and for keeping such records and for affording such access thereto as the Secretary may find necessary to assure the correctness and verification of such reports.

(c) The Secretary shall allocate grants to institutions of higher education under this section in such manner and according to such plan as will most nearly provide an equitable distribution of the grants throughout the States while at the same time giving a preference to those institutions which are most in need of funds for programs in international studies and which show real promise of being able to use funds effectively.

METHOD OF PAYMENT; FEDERAL ADMINISTRATION

SEC. 5. (a) Payments under this Act may be made in installments, and in advance or by way of reimbursement with necessary adjustments on account of overpayments or underpayments.

(b) In administering the provisions of this Act, the Secretary is authorized to utilize the services and facilities of any agency of the Federal Government and of any other public or nonprofit agency or institution, in accordance with agreements between the Secretary and the head thereof.

FEDERAL CONTROL OF EDUCATION PROHIBITED

SEC. 6. Nothing contained in this Act shall be construed to authorize any department, agency, officer, or employee of the United States to exercise any direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution.

APPROPRIATIONS AUTHORIZED

SEC. 7. (a) The Secretary shall carry out during the fiscal year ending June 30, 1967, and each of the four succeeding fiscal years, the grant programs provided for in this Act.

(b) For the purpose of making grants under this Act, there is hereby authorized to be appropriated the sum of $10,000,000 for the fiscal year ending June 30, 1967, $40,000,000 for the fiscal year ending June 30, 1968, and $90,000,000 for the fiscal year ending June 30, 1969; but for the fiscal year ending June 30, 1970, and the succeeding fiscal year, only such sums may be appropriated as the Congress may hereafter authorize by law.

ANNUAL REPORT

SEC. 8. Prior to January 31 of each year, the Secretary shall make a report to the Congress which reviews and evaluates activities carried on under the authority of this Act and which reviews other activities of the Federal Government drawing upon or strengthening American resources for international study and research and any existing activities and plans to coordinate and improve the efforts of the Federal Government in international education.

AMENDMENTS TO STRENGTHEN TITLE VI OF THE NATIONAL DEFENSE EDUCATION ACT OF 1958

Removing Requirement for Area Centers That Adequate Language Instruction Not Be Readily Available

SEC. 9. (a) (1) The first sentence of section 601 (a) of the National Defense Education Act of 1958 is amended by striking out "(1)" and by striking out ", and (2) that adequate instruction in such language is not readily available in the United States".

(2) The first sentence of section 601 (b) is amended by striking out "(with respect to which he makes the determination under clause (1) of subsection (a))" and inserting in lieu thereof "(with respect to which he makes the determination under subsection (a))".

Removing 50 Per Centum Ceiling on Federal Participation

(b) The third sentence of section 601 (a) is amended by striking out "not more than 50 per centum" and inserting "all or part" in lieu thereof.

Authorizing Grants as Well as Contracts for Language and Area Centers

(c) Section 601 (a) is amended by inserting "grants to or" after "arrange through" in the first sentence, and by inserting "grant or" before "contract" each time that it appears in the second and third sentences.

Passed the House of Representatives June 6, 1966.

Attest: RALPH R. ROBERTS,

Clerk.

89TH CONGRESS *2d Session*	HOUSE OF REPRESENTATIVES	REPORT No. 1539

INTERNATIONAL EDUCATION ACT OF 1966

MAY 17, 1966.—Committed to the Committee of the Whole House on the State of the Union and ordered to be printed

Mr. POWELL, from the Committee on Education and Labor, submitted the following

REPORT

[To accompany H.R. 14643]

The Committee on Education and Labor, to whom was referred the bill (H.R. 14643) to provide for the strengthening of American educational resources for international studies and research, having considered the same, report favorably thereon with an amendment and recommend that the bill as amended do pass.

The amendment is as follows:

Page 2, in line 6, strike out "and" the second time it appears and insert a comma, and in line 8, after "fields" insert the following:

> **, and to coordinate existing and future programs of the Federal Government in international education,**

SUMMARY OF THE BILL

This bill, H.R. 14643, would authorize a domestic program, administered by the Department of Health, Education, and Welfare, of grants designed to strengthen the resources and capabilities of American colleges and universities in international studies and research.

Section 3 of the bill would authorize grants to universities, or groups thereof, for *graduate* centers of research and training in international studies. These centers might focus on a geographic area or on particular fields or issues in world affairs, or on both.

Section 4 would authorize grants to universities and colleges or groups thereof, to assist them in planning and carrying out comprehensive programs to strengthen and improve *undergraduate* instruction in international studies. It is intended to encourage programs involving not only those departments traditionally concerned with area and international studies, such as political science, international relations, history, and languages, but also other parts of the institution—particularly the professional schools, in which over 60 percent of U.S. undergraduates are enrolled.

These sections also provide for grants to public and private nonprofit agencies and organizations, including professional and scholarly associations, when such grants will make an especially significant contribution to attaining the objectives of the respective section. This authority is provided specifically because of the important role which such groups have played in the development of international education.

Section 8 provides for an annual report to Congress on the activities carried out under this act and on other activities of the Federal Government in international education, particularly activities and plans to improve and coordinate the efforts of all Federal agencies in this field.

Section 9 would amend title VI of the National Defense Education Act by removing the requirement that language instruction be limited to those "not readily available" in the United States; eliminating the 50-percent matching requirement; and providing grant as well as contracting authority. The major purpose of this bill is to strengthen our universities and colleges as an essential national resource, and the legislation is therefore domestic in focus. H.R. 14643 is not an educational foreign aid bill, nor is it primarily designed to produce specific categories of trained personnel. One of its useful effects, however, would be to increase substantially the supply of experts in international affairs, international development, and the languages and cultures of other nations to serve in business, government, academic, and other fields at home and abroad.

COST OF THE BILL

The bill authorizes for fiscal year 1967 a total for both sections 3 and 4 of $10 million; for fiscal year 1968 a total of $40 million; for fiscal year 1969 a total of $90 million, for the fourth and fifth years of this 5-year program such amounts as Congress may later authorize. In any given year, no specific allocation of the total amount authorized is made as between section 3 and section 4. This bill authorizes no new funds for existing programs in international education.

BACKGROUND: THE UNITED STATES AND INTERNATIONAL EDUCATION TODAY

THE INTERNATIONAL DIMENSIONS OF U.S. UNIVERSITIES

Once an almost completely neglected aspect of American higher education, training in the cultures, languages, and current affairs and problems of other countries—especially in non-Western regions—is now receiving considerable attention on campuses across the Nation.

Only 15 years ago, students had hardly any opportunity to learn about the larger part of the world's peoples and cultures. American higher education was based almost entirely on the Western European culture brought here by immigrants to the United States. Textbooks and teaching materials for international studies were either inadequate or nonexistent, and library resources in the relevant subjects were severely limited.

Only a handful of universities gave courses on Asia or the Middle East which emphasized the contemporary world; still fewer offered courses on Africa. A Ford Foundation study in 1953, for example, found that there were at least 20 Asian languages, each spoken by millions of people, for which the most elementary learning materials were not available in the United States.

Moreover, not many university faculty members or graduate students went abroad to study foreign cultures. Those who did go overseas more often went for advanced training in a particular specialty, such as medicine, than to study any aspect of the life of the countries to which they went.

The effort to remedy the imbalance in international studies in the 1950's and 1960's has been initiated and supported almost entirely by private resources, particularly those of the major private foundations and a relatively few universities and colleges, some of which are publicly supported. These efforts have been stimulated by the many changes—economic, political, scientific—following World War II. The Nation's new international activities included foreign aid, first in Western Europe and Japan. Then, from an increasing number of newly independent nations came requests for trained manpower to assist in economic and social development programs. Membership in the United Nations and the location of international organizations in the United States further heightened the interest of American people in the events and changes in the rest of the world. American business investment abroad climbed from less than $12 billion in 1950 to more than $40 billion in 1965, a year when some 35,000 executives, engineers, and other personnel were working overseas. And scholarly research on foreign areas, some of which had proved extraordinarily valuable during the war, was becoming recognized as a continuing need in governmental and private relations with the rest of the world.

The growing international focus of American higher education today can be measured in part from the following:

In 10 years, foreign-area programs stressing training and research on the languages and cultures of non-Western regions more than doubled, and by 1964 there were 153 such programs at universities across the Nation.

Almost 4,000 college and university faculty members were abroad in 1965 to study, engage in research, or apply their skills to the problems of emerging nations. In addition, some 18,000 American students went abroad to take part of their studies at foreign institutions.

In 9 years, the number of foreign faculty and scholars at American campuses for research or visiting professorships increased more than tenfold, and in 1964 totaled almost 9,000.

Foreign student enrollment in 1965–66 reached 90,000 and included representatives of 159 countries and territories.

This rapid growth in international education programs has placed a substantial burden on the universities and colleges involved. Yet there is wide agreement that their present resources fall far short of meeting national needs.

The response of the universities of the United States to the challenge of world affairs is as varied as the institutions themselves. Each institution has evolved in its own way—in response to the interests of its faculty, the opportunities presented, the leadership given, and the needs to which it reacts most strongly. This response has emphasized, in a wide variety of patterns and combinations, such elements as non-Western and intercultural curriculum elements at the undergraduate level, graduate area study centers, programs for foreign students, functional and problem-oriented research programs, general and specialized library development, training of U.S. nationals for service abroad, travel, study, and research overseas individually and in institutional settings, cooperative programs with other institutions at home and abroad, and programs in educational assistance with the support of private foundations or Government agencies. Our publicly supported universities have retained the traditional dual concerns with teaching and scholarship and have added a third dimension: Service to the society beyond the campus.

As our people and our Government have entered into ever growing international commitments and activities, it has been a natural development for our universities to become more involved in both teaching and studying about the world beyond our borders. Similarly, it has been a natural development for the American public university, and in some measure the private university as well, to develop a service function extending to a "community" beyond the borders of its local constituency, even beyond the borders of the State and Nation.

PROGRAMS OF THE FEDERAL GOVERNMENT

The years since World War II have also seen the Federal Government become increasingly involved in international education efforts both in the United States and abroad. At present over 20 departments and agencies of the Federal Government are carrying on such activities: the Department of Defense, for instance, will bring over 22,000 foreign nationals to this country for training in the fiscal year 1967, and its specialized training facilities such as the Defense Language Institute have played a significant role in increasing the number of Americans trained in language and area studies. Over 30 Federal agencies are supporting research in U.S. universities related to international affairs or other areas of the world. Five agencies, however, have major responsibilities relating to international education.

The activities of the *Agency for International Development* in education overseas are extensive, ranging from elementary and secondary education, through teacher training and vocational education to aid to colleges and universities. Currently about $55 million is spent by AID for these programs, and an equal amount for activities which have a major educational content, such as public health, agriculture, and public administration. Altogether, some 350 projects of an educational nature are being carried out in more than 60 countries. The assistance of American universities, professional societies, and other non-Federal organizations is usually an important part of this process. More specifically, AID had contracts with 72 U.S. universities, as of September 30, 1965, to conduct technical cooperation activities in the establishment or strengthening of educational institutions in 39 foreign countries. Over $163 million is involved in these contracts over their total duration. AID also brings about 6,000 people a year to the United States for "participant training" related to its development projects.

The *Peace Corps* is engaged on a large scale in providing personnel to build up educational institutions overseas. Of more than 12,000

Peace Corps volunteers in service, 6,000 are teaching in classrooms, chiefly at the secondary school level, but also in primary schools, in teacher-training and vocational schools, and in universities. In many countries, Peace Corps volunteers have made possible a substantial expansion of the public school system. In six countries, for example, volunteers constitute half the qualified secondary school teachers at work. The Peace Corps has relied heavily on American higher education for predeparture training of its volunteers. As of November 1965, over 100 colleges and universities have entered into contracts with the Peace Corps for the training of volunteers both in the specialized fields of activity and in the languages, politics, economics, culture and history of the regions to which they will be assigned. Because the Peace Corps has grown so rapidly and covers so many countries, many colleges and universities have been called upon to develop Peace Corps training programs on crash time schedules which have often dislocated their continuing educational activities. About half of the first 6,000 returned volunteers have reentered U.S. universities for further study, bringing new experience and perspective to American campuses and creating new demands as well.

The *Bureau of Educational and Cultural Affairs* of the *Department of State* has international education as its principal assignment. It fulfills this assignment principally through supporting exchange of students, teachers, professors and research scholars. Over 2,500 Americans and 6,000 people from abroad are currently exchanged each year, in a program extending to 130 countries and territories. The Bureau also supports selected research and study centers abroad, programs of American studies abroad, presentations of cultural achievements, and a university affiliation program which is currently assisting 62 U.S. colleges and universities in establishing ties with similar institutions abroad for the purpose of educational exchanges.

In addition, the State Department plays a special role in coordinating the total effort of the Federal Government in international education from the standpoint of the relationship of these activities to the foreign affairs of the United States.

Many of the activities of the *U.S. Information Agency* have a direct bearing on educational development overseas. Through its oversea operating branch, the U.S. Information Service, the USIA engages extensively in the teaching of English, in the development of American studies in universities and secondary schools, and in a substantial effort to provide at low cost both textbooks and general reading material to educational institutions.

The Department of Health, Education, and Welfare is a minor participant in U.S. educational efforts abroad, but is the major Federal participant in strengthening interantional education resources at home. The Department's present role resulted naturally from its expertise and concern for strengthening the Nation's domestic educational resources.

In passing the National Defense Education Act of 1958, Congress took the initial step toward improving the Nation's capacity to deal with other cultures and peoples. It was, as Secretary of Health, Education, and Welfare John W. Gardner testified at the task force hearings, "the first great move of the Government to face up to its responsibilities" in this area. Title VI of the act empowers the U.S. Office of Education to support university centers for instruction in modern foreign languages not readily available as well as in related studies necessary to understand the regions in which the languages are spoken. At present 61 universities have established 98 NDEA supported language and area centers, ranging in coverage from Czech to Tagalog. Over 4,550 students have received fellowships under title VI of NDEA to assist them in their studies at NDEA language and area centers.

In addition to its programs under title VI, NDEA, the Office of Education provides matching grants to State educational agencies for strengthening instruction in critical subjects, including foreign languages. Other grants are directed to the elementary and secondary schools and are expended for laboratories and other special equipment, including audiovisual and printed and published materials. In the first 6 years of the operation of title III of NDEA the number of State and Federal-supported language development facilities increased from less than 50 to over 8,000.

Under the Cooperative Research Act of 1954, as amended by title IV of the Elementary and Secondary Education Act of 1965, the Department of Health, Education, and Welfare is authorized to support regional educational laboratories for improving instruction and curriculums in primary and secondary schools. In his message to Congress of February 2, 1966, President Johnson directed the Secretary of Health, Education, and Welfare to earmark title IV cooperative research funds for enriching international studies in our elementary and secondary schools.

In 1964 responsibility for administration of section 102(b)(6) of the Fulbright-Hays Act was delegated by the President to the Office of Education. This section seeks to promote language and area studies at all levels of United States education by supporting study and travel in foreign countries by teachers and prospective teachers, and by financing visits of foreign teachers to the United States.

Title II of the Higher Education Act of 1965 provides general assistance for college and university library acquisitions and special collections such as those required for international programs.

Other programs conducted by the Department of Health, Education, and Welfare provide modest support to the field of international education. These include comparative education studies which are made available to the public; encouragement of U.S. participation in the educational activities of international organizations; and the support with U.S.-owned foreign currencies of research on problems related to education.

FEDERAL RELIANCE ON UNIVERSITY RESOURCES

The record is clear that in the past two decades the Federal Government has come to rely very heavily on the colleges and universities of the United States for personnel, knowledge, and institutional expertise in relation to activities in international education and in other fields as well. It is generally agreed that this reliance has not brought with it adequate Federal support to strengthen these institutions as resources for the future. Perhaps the most important influence in shaping the relationship in this manner has been the fact that the Federal agencies active in international education have been primarily concerned with the various problems and challenges in foreign affairs for which they were primarily responsible, and only secondarily concerned with the welfare of the educational institutions upon which they were drawing. Of the four Federal agencies primarily charged with overseas activities in international education, none has education as a primary concern, still less the strength and balanced development of our higher educational institutions here at home: in the budget of the Agency for International Development and its predecessor agencies, for example, educational activities have never accounted for more than 4 percent of the total annual appropriation.

The result has been that the Federal agency in question has generally come to the university in question with a request which was short-term, often to be carried out on a crash basis, and nearly always conceived and planned according to the foreign policy objectives and purposes of the agency in question rather than according to any of the needs or desires of the university. This has generally been true even with overseas educational assistance projects where the experience of the university would have been a valuable asset in Government planning. Because it is usually brought into the project only after project plans have been crystallized according to Government needs, the university has all too frequently been forced to assume responsibility for operation of a project which it has not planned and can only change with difficulty. It is not given leeway to assimilate the project to its home needs by maximizing the benefits from its participation. Because of this lack of university participation in planning, and still more because of Government concern with paying only for activities for which direct overseas "payoff" could easily be envisioned, there have rarely been provisions allowing even for followup studies to evaluate the total effectiveness of the project over time.

It has unfortunately become clear that Government-supported overseas educational assistance projects have proven of primary benefit to the Government and only secondarily beneficial to the university or individual professor involved. It is significant in this respect that service abroad has not yet become a normally accepted element of an academic career, in large part because of the lack of opportunity for research or other recognized professional development.

In his message of February 2, 1966, President Johnson for the first time in the history of this Nation established greater effectiveness of our efforts in international education as one of our major national policy objectives. He also made clear that to implement this new program, the Federal Government will have to rely more heavily than ever on the resources of U.S. higher education. The Center for Educational Cooperation, which the President announced would be established in the Department of Health, Education, and Welfare will serve as a central point of overview and leadership for the total U.S. effort in both the domestic and foreign aspects of international education. The Center will serve as a central point of reference within the Federal Government for the colleges and universities of the United States in their concern with international education; of necessity, the Center must draw heavily on their resources both for personnel and for expertise.

The President also proposed the creation of a corps of education officers who will serve in selected embassies abroad, providing central guidance for all aspects of official American educational relationships with the host country. If these positions are to be filled by those best equipped to handle this important job, the Government will have to turn to the academic community in most cases to fill them.

Other programs proposed by the President will place an even heavier drain on our present supply of educational talent. The President directed AID "to make a major effort in programs of direct educational benefit" to developing nations, by assisting other countries in increasing their own capacities to educate their people, to do research, and to produce the resources on which an excellent educational system can be built. As part of this effort, the President recommended, under existing legislative authority, a significant increase in the number of Americans teaching abroad, including a stepped-up and improved program of English teaching; a general upgrading of U.S. schools and colleges overseas; and evaluation and improvement of the education and services provided to foreign students studying in this country.

In addition to these aspects of international education, which would aid the United States through aiding the peoples of other countries, the President laid particular stress on strengthening the education of Americans as knowledgeable citizens and for specialized work with international implications.

COMMITTEE COMMENT

NATURE AND SIGNIFICANCE OF THE BILL

The International Education Act of 1966 reflects the continuing concern of Congress for the strengthening of American higher education. This concern has previously been expressed in many forms, including Federal support for the natural and physical sciences, for medical research, and for the construction of facilities for higher education. Even in the specific context of international education, there has been continuing congressional interest in strengthening the capabilities of our colleges and universities. For example, the National Defense Education Act of 1958 supports the improvement and expansion of instruction in modern languages and related subjects; and the Fulbright-Hays Act specifically authorizes, among its other provisions, grants to teachers and prospective teachers of foreign languages.

The International Education Act, however, represents the first legislative initiative to strengthen the international dimensions of our colleges and universities on a long-range, broad gage basis. Instead of responding to a specific, defined need, such as that for expanded foreign language competence, the act provides for support and improvement of research and teaching in world affairs at both the graduate and undergraduate levels in colleges and universities throughout the Nation. In the committee's view, the urgent need for this legislation cannot be stated too strongly. There appears to be ample justification for the words of Hon. John W. Gardner, Secretary of Health, Education, and Welfare, in urging the passage of this legislation. "I believe very deeply that we are talking here about one of the gravest challenges the American people face."

The extensive testimony of witnesses before the task force and the experience and research of the committee led to two major conclusions: first, that in the conduct of our foreign policy the Federal Government has to date drawn heavily upon the resources of our colleges and universities without sufficient concern for the strengthening and replenishing of their intellectual capital; and second, that the increasing responsibilities of world leadership make it necessary for this country to increase systematically the competence of our institutions of higher education to teach American students and to accelerate research on international issues and problems.

The committee believes that the deepest interests of the American people are involved here; these strengthened educational resources will contribute both to providing the organized knowledge and highly trained personnel essential to safeguard the welfare and interests of our Nation, on the one hand, and on the other to the continuing search to determine the conditions, policies, and actions which will create a more stable and peaceful world.

The committee regards President Johnson's message on international education of February 2, 1966, as an important step forward in recognition by the United States that international education has many varied but interrelated aspects, which together constitute an important area of national concern and responsibility. While the support this bill would provide or U.S. higher education may constitute only a small part of the total program presented by the President to Congress, the committee believes this bill to be a crucially important element in its focus on strengthening our own educational resources.

The committee was impressed by the widespread support for the bill expressed in testimony of the witnesses during the hearings and in written statements submitted by representatives of the interested sectors of our society. The committee heard statements from representatives of individual universities and colleges, educational and scholarly associations, State education departments, primary and secondary school systems and teachers, private foundations, business, and labor. The committee was also impressed by the testimony of the heads of the major governmental agencies having responsibilities in the field of foreign affairs that there is no conflict between their existing responsibilities in international education and the responsibilities which would be assigned to the Department of Health, Education, and Welfare under this bill; that on the contrary, the International Education Act can be viewed as strenthening the basic resources available to other Federal agencies in carrying out their international responsibilities. These officials also agreed that the interests of their agencies in international education not only interrelate but are mutually supportive.

FEDERAL SUPPORT

The committee concludes that the Federal Government has a clear responsibility to support and strengthen the capabilities of our colleges and universities for international studies and research. The testimony before the task force established the magnitude of the need and the importance to our Nation of an educational system with high competence in world affairs. Private sources, particularly the foundations and the universities themselves, have made heavy commitments to the support of international programs. It is now apparent, however, that if our colleges and universities are to meet the demands placed upon them in the field of international affairs, we must provide additional support from Federal funds. However valuable the financial support provided by State, local, and private sources for international studies and research programs in colleges and universities, such financing is no longer adequate.

Many of the capabilities which this bill would support constitute a national responsibility. As Chancellor Franklin Murphy, of the University of California at Los Angeles, said in his testimony:

> At UCLA we have graduate programs in which five different African languages are taught. Quite clearly we are not teaching those languages in order to solve the problems of California; these are not really very germane to the interests of the California citizen. This is in the national interest because it is one of the few places in the world where this concentration can be found, and students come from all over the United States for this experience.

The record of past experience with governmental and private support of international studies in our universities and colleges persuades the committee that Federal grants under the International Education Act of 1966 will not result in reliance upon Federal financing; on the contrary, several witnesses testified that the enactment of H.R. 14643 is likely to stimulate rising levels of support for these programs from the resources of the recipient institutions themselves, from State and local governments, and from private sources. The committee notes particularly the possibility and desirability of greatly increased support by private business. Witnesses testified before the task force that programs contemplated under the International Education Act of 1966 would produce the knowledge and the personnel required by American business both to compete in international markets and to play an effective role in assisting the economic development of the emerging nations. In this connection, it is apparent that American business and industry have unique resources which can strengthen the activities of our country in many aspects of international education at home and abroad.

PROGRAMS TO BE SUPPORTED UNDER THE BILL

During the task force hearings, three principal themes emerged from the testimony of witnesses and the questions of members concerning administration of the grant programs under the International Education Act: the need for criteria and guidelines in selecting institutions for support, a long-term Federal commitment, and broad-gage support of a wide diversity of programs.

Both witnesses and task force members emphasized that the need of our universities and colleges for funds for international studies is so great, and the funds proposed in this bill are so limited, that it is essential to establish clear and usable criteria for their allocation. All the witnesses who commented on this point opposed the inclusion in the act of rigid formulas for the selection of institutions to receive grants. Many of the witnesses emphasized that the criteria should include faculty competence imaginative leadership, and institutional commitment to improve the quality and broaden the scope of teaching and research capabilities in international studies.

The development of appropriate criteria for allocation of grants under the act will present a major challenge to the administrators of the program; in this respect the Department of Health, Education, and Welfare would be well advised to avail itself of outside expertise.

Both the academic community and the private foundations with long experience in programs of this type can make valuable contributions to the refinement and application of criteria.

The testimony before the task force differentiated between the criteria for section 3 graduate center support and those for section 4 undergraduate program. The typical institution receiving assistance under section 3, for example, will probably already have taken some substantial steps toward the development of international programs on the campus in the directions for which it seeks support. The complexity of the task of building a center equal or superior to the centers in area of functional studies presently in existence indicates that in most cases Federal support should build on some existing strength. Faculty competence in areas related to the proposed center program should be given considerable emphasis.

The committee specifically intends that support under section 3 may be given to existing or emerging programs with either an area or a functional emphasis, or a combination of the two, and that support might be given as well to high-quality programs which may be focused in still other directions.

The balance between research and training, between the systematic development of new knowledge and the production of specialists to meet critical national needs, will appropriately differ from center to center. However, a center is more likely to represent a continuing resource of national significance when both functions are pursued together and neither is seriously slighted.

Section 4 of the act lists three factors that are to be given consideration in awarding grants for undergraduate programs: geographical distribution, institutional need, and the ability to use the funds effectively. In practice a wide diversity of programs involving many different types of institutions both established and developing should receive support.

The committee feels strongly that exposure to international affairs, particularly to at least one of the non-Western areas, should be an important element in the education of every undergraduate, whether he is enrolled in a liberal arts program or in a more specialized professional or preprofessional curriculum. (Over 60 percent of our undergraduates are now enrolled in the latter kind of program). The primary objective of section 4 is the infusion of an international dimension into all undergraduate curriculums, so that this and future generations of American college students will gain a better understanding of the complex and multifaceted world we live in. A second objective is the preparation of students who will go on to graduate training in international studies. Dean Stephen Bailey of the Maxwell School of Citizenship and Public Affairs, Syracuse University, in his testimony before the committee quoted a recent report.

> The encouragement of non-Western studies in undergraduate colleges will not only serve to sustain and enliven the liberal arts but will also furnish help where it is likely to yield the highest returns. The quality of graduate education depends upon the quality of the undergraduate experience.

The listing in section 4 of some illustrative elements of undergraduate programs is not intended by the committee to be restrictive or to imply that a program to be worthy of support must necessarily encompass all the elements listed.

Because there are many more institutions eligible for grants under section 4 than under section 3, there may be pressure to allocate a larger share of the available funds in any given year to section 4. The administrators of the act would be well advised, however, to bear in mind, at least in the early years of the program, that the development of strong graduate centers as sources of faculty and curricular materials must to some degree precede any substantial increase in the number of high-quality undergraduate programs.

To capitalize on the experience of those institutions which have already made significant strides in international studies a careful evaluation of a number of successful existing programs should be made during the first year as part of the planning process which is envisioned by the committee. By mapping out the patterns, practices, and experience which have already led to high levels of competence, helpful guidelines will be established for those institutions embarking on new programs. Particularly helpful will be the experience under existing programs involving groups of institutions which have pooled their efforts and resources.

The committee finds that a *long-term Federal commitment* to the objectives of this act and to its grant programs is essential if the programs are to become an integral part of our educational institutions. As colleges and universities build an international dimension into their curriculums and activities on the home campus, a direct and substantial commitment of their own resources is required, particularly with regard to a probable increase in tenure faculty.

In the past, the short-term and project-oriented nature of Federal programs in the field of international education has reinforced a tendency of some institutions and individuals to regard international educational programs as peripheral to the primary concerns of the institution. That this situation can be ameliorated by long-term support has been demonstrated both by the support provided by the major foundations to international studies and research programs and by the previous experience of the Federal Government in providing grant support for the advancement of scientific research.

Through the National Defense Education Act of 1958 the Federal Government has already made a significant contribution toward the training of specialists in language and area studies, with activities under the act concentrated in certain languages and academic disciplines. The functions of the NDEA and the two new patterns of grantmaking authority in the International Education Act can and should support each other.

The amendments to title VI of the National Defense Education Act contained in section 9 of the International Education Act will enable programs under the NDEA to be administered with a flexibility commensurate with the broad and important national needs toward which the act is directed. The committee has no intention of changing the major directions and primary impact of this landmark legislation in the field of international education. Section 9 of the International Education Act removes the limitation which now restricts support to relatively exotic languages and areas to permit support under the NDEA to be directed to other languages and areas. For example, under the NDEA as amended it will be possible to meet more adequately the continuing need for trained Western European specialists whose language competence might be in French, German, or Italian, languages not now eligible for support. It will also be possible to provide funds to centers focusing on Western European languages and peoples, or the British Commonwealth and Canada. However, there is no intent to shift the major emphasis of NDEA support markedly away from those languages and areas in which instruction has not been readily available.

The committee is particularly interested in seeing *broad support* under the act given to a diversity of high-quality programs. The International Education Act is designed to make it possible for the Federal Government to bring about a basic improvement in its relationship with our colleges and universities in international education. Rather than simply buying a commodity defined in narrow terms, as has been the case all too often in the past, the Federal Government would instead make a conscious, systematic and long-term investment in this facet of U.S. education.

The colleges and universities of this country have already taken important steps in strengthening their own resources, often at considerable sacrifice. The part which we are asking them to play in our national foreign policy will require at least as great an effort as did the national demands for improved scientific research and teaching of the 1950's. Our institutions are being requested to perform a national service, to assume responsibilities far beyond the needs of the communities which support them. There must be a commensurate national investment which will be dictated not so much by the foreign policy requirements of the nation or by the cost-effectiveness equations applied to our overseas governmental activities, as by the purposes and priorities of our educational institutions.

This investment will enable our colleges and universities to become national and international resources capable of meeting the demands of future years as well as those of the present day. This strengthening of American capabilities in international education is, in a sense, both compensation for a debt long overdue and a pledge for the future. It represents the cornerstone on which to build a comprehensive program which will, for the first time, recognize and embody the central truth that American educational activity at home and American educational cooperation abroad comprise a single, interrelated and indivisible whole.

"Broad support," as the committee defines it, refers both to support which is concerned with strengthening the balanced growth of an institution as a whole, and to support of a wide diversity of programs. In this connection, the committee notes certain aspects of the projected programs under the International Education Act which recur in the task force hearings and subsequent deliberations. These recurring points may deserve special emphasis:

(1) This act is designed to support programs of international studies and research which are integrated into the central concerns and activities of our universities and colleges. An institution applying for a grant under this act should therefore demonstrate that it regards its proposed program to be part of its central concerns, rather than a peripheral activity prompted primarily by academic fashion, external pressure, or the potential availability of outside financing.

(2) The committee wishes to make clear that, while innovation as such should not be required of every program, support may be given to comparatively unorthodox programs which show distinctive promise. A university might receive a grant under section 3, for example, to conduct a program for which many of the students and

some of the faculty are drawn from outside the academic community such as a program to prepare labor or business leaders for international or foreign work. Under section 4, a junior college or a continuing education center might receive support for a program where institutional commitment, leadership, interest, planning, and past performance give promise of a program contributing significantly to the objectives of the act.

(3) The committee wishes to make clear that the International Education Act of 1966 is not an "education foreign aid bill." The primary focus of the act is on strengthening the capabilities and resources for international studies and research of colleges and universities in the United States. It is, of course, both inevitable and desirable that some of the programs supported by this act have byproducts which will significantly strengthen the overseas educational assistance and institution-building activities carried on by the Agency for International Development, the Department of State, and other Federal, private, and international agencies. Some of the centers supported under section 3 would help alleviate the currently critical manpower needs of our overseas programs by providing more personnel with training both in their professional specialties and in the areas and cultures in which they will be working. These and other centers through their research and studies may well make significant contributions to our now inadequate understanding of the processes of social and economic development. For example, such centers could analyze in the emerging nations the benefits and drawbacks of educational and other forms of assistance. The committee wishes to reiterate, however, that the act is intended to strengthen our universities, not to make them instruments of foreign policy. It is significant that the programs under the act are to be administered by the Department of Health, Education, and Welfare, and not by one of the agencies whose primary concern is with foreign affairs.

(4) It is the clear intent of the committee that both section 3 and section 4 programs should, wherever appropriate, include as broad a range as possible of the different disciplines and departments of the grantee institution. Much of the existing activity in international studies and research in American higher education is concentrated in the humanities and the social sciences. A number of witnesses, however, testified to the desirability of allowing and encouraging active participation of other elements within the university as well. A particularly fruitful development in this direction would be the participation of such professional schools as education, law, medicine, public health, social work, business administration, public administration, agriculture, engineering, and architecture. Under this act programs could also involve other parts of the university, such as the natural and physical sciences and the arts.

(5) Programs bringing a stronger international and cross-cultural dimension to the training of elementary and secondary school teachers are of particular importance. Not only is the competence of our Nation's teachers the major factor in preparing future college and university students but, as William Carr, executive secretary of the National Education Association, suggested—

> A major purpose of the added support for graduate and undergraduate education should be better preparation of teachers for the elementary and secondary schools. These

schools complete formal education for the major part of the American electorate.

(6) It is the opinion of the task force and of several witnesses that the training of foreign students in this country should be evaluated and improved. This act does not directly support programs designed primarily for foreign students, but the committee anticipates that programs supported under this act, particularly functional centers under section 3, might provide more relevant education and training for foreign students.

(7) The language in both section 3 and section 4 permits grants to groups of institutions as well as to individual colleges and universities. In view of the high cost of quality programs and the scarcity of qualified faculty, source material, and other essential resources, the committee strongly endorses interinstitutional cooperation on either a formal or informal basis.

(8) In recent years a number of organizations and other entities which are not degree-granting institutions have made major contributions to strengthening international education. They have done so by developing resources, programs, and opportunities along distinctive lines. Among these entitles are scholarly and professional organizations, area studies organizations, State education departments with responsibilities in higher education, and educational research organizations. The committee has authorized grants to such public or private nonprofit organizations in circumstances where it appears that such support would make an especially significant contribution to advancing the objectives of the act.

(9) The committee is concerned that continuing attention and evaluation be given to the administration of this program and to its relationship to other Federal Government programs in international education. The committee has, therefore, added language to the act requiring the Secretary of Health, Education, and Welfare to make an annual report to Congress which reviews and evaluates the administration of programs under this act while also reviewing activities of the Federal Government which draw upon or strengthen American resources for international study and research and any plans or activities then in existence designed to coordinate or improve the efforts of the Federal Government in international education.

This same intent is reflected in the amendment adopted by the committee for insertion into the preamble to the act, declaring that it is both necessary and appropriate for the Federal Government "to coordinate existing and future programs of the Federal Government in international education."

The committee views the function embodied in section 8 of the act as an essential one, best performed by the Department of Health, Education, and Welfare precisely because it is the Department charged with the strengthening of American education as one of its primary concerns. In the committee's view, each word in the phrase "international education" is of equal importance, but governmental activity and interest in the past two decades has focused on the "international" rather than on the "education."

It is in part to redress this balance that the committee has added the requirement of the annual report to Congress. The committee has no intention that the Department of Health, Education, and Welfare or any other agency should attempt to dilute or supplant the authority or the responsibility of the Department of State for the function it now performs in reviewing and coordinating, from the standpoint of the foreign policy interests of the United States, the activities of the Federal Government in international education.

The committee has assigned to the Secretary of Health, Education, and Welfare an entirely different function, that of overview and reporting in relation to the activities of the Federal Government in international education from the standpoint of the strength and the balanced development of the *educational resources of the United States.* The evidence is clear that our governmental activities in the past have not been given systematic, continuing evaluation within the Government from this latter viewpoint.

THE CENTER FOR EDUCATIONAL COOPERATION

In his message of February 2, 1966, President Johnson announced that he planned to "direct the Secretary of Health, Education, and Welfare to establish within his Department a Center for Educational Cooperation." As the President described it:

> This Center will be a focal point for leadership in international education. While it will not supplant other governmental agencies already conducting programs in this field, it will—
>
> Act as a channel for communication between our missions abroad and the U.S. educational community;
>
> Direct programs assigned to the Department of Health, Education, and Welfare;
>
> Assist public and private agencies conducting international education programs.

Secretary Gardner testified before the task force that one of the responsibilities assigned to the Center will be the administration of grant programs under the International Education Act of 1966. For this reason and because of the leadership role the Center will play in relation to international education generally, the committee regards the character and functioning of the Center as having a crucial bearing on the success of the International Education Act. The testimony of witnesses before the task force emphasized the great importance of developing a close working relationship between the Center and our universities and colleges, characterized by cooperation, communication, mutual understanding, and respect. A comment of Dean Stephen Bailey is relevant here:

> I think a lot of the mistakes, a lot of the detours, a lot of the bumps that have been negotiated by those agencies of the Federal Government which have been dealing in the past with higher education have been made because of a lack of understanding of the very complex nature of American higher education. I would hope that those who come into this work, to administer the program, would have patience and also sensitivity to the very complex decision process which is involved.

The committee notes that a number of witnesses who commented on this question urged that the Center be located at a high level in the Department of Health, Education, and Welfare in order to aid the

Center both in attracting outstanding personnel and in dealing effectively with other Federal agencies having responsibilities in international education.

In his message, President Johnson also announced plans to appoint a Council on International Education to advise the Center for Educational Cooperation. The Council is to be "composed of outstanding leaders of American education, business, labor, the professions, and philanthropy." The committee endorses the idea of the Council and notes in particular its desire that the Council membership and the committee staff include representation for women, for citizens of Asiatic and Latin American descent, for Negroes, and for Americans of other racial and ethnic backgrounds. In order to fulfill its advisory function to the Center on matters of broad policy, the Council should be broadly representative of American society.

The Secretary of Health, Education, and Welfare and the administrators of the Center should also avail themselves of more detailed advice and counsel, particularly from academic institutions and foundations, on a relatively frequent and systematic basis. This procedure will not only be helpful to the Center in implementing the objectives of this act, but will also stimulate communication between the Center staff and the academic community.

HISTORY OF THE LEGISLATION

On September 16, 1965, President Johnson in a speech commemorating the bicentennial celebration of the Smithsonian Institution promised to place before Congress in the following year a comprehensive program of international education, designed to improve the competence of U.S. educational institutions in the field of international studies and to aid the education efforts of developing nations. In setting forth his concept of the new program, the President stated that "the growth and the spread of learning must be the first work of a nation that seeks to be free." To carry out his proposals, the President subsequently appointed a special task force "to recommend a broad and long-range plan of worldwide educational endeavor," and indicated the importance he attached to this work by naming Secretary of State Rusk as chairman and Secretary of Health, Education, and Welfare as another member of the task force.

The result of the efforts of the task force was embodied 4 months later in a special message to Congress on February 2, 1966. In this message the President made more than 2 dozen proposals embodying the details of the programs whose broad outlines he had traced in his Smithsonian address, and at the same time he urged the passage of the International Education Act of 1966.

The new proposals constitute a unified, integrated approach to U.S. efforts—both in this country and abroad—in the field of international education. Their purpose is "to strengthen our capacity for international educational cooperation, to stimulate exchange with students and teachers of other lands, to assit the program of education in developing nations, and to build new bridges of understanding."

In advocating this new approach to international education, President Johnson indicated that many agencies and departments of the Federal Government will be involved in its implementation through new legislation, Executive order, and departmental directive. The President specially charged the Department of Health, Education, and Welfare with "a broad authority to help strengthen our country's capacity to carry on this noble adventure."

It is for the purpose of carrying out this particular aspect of the President's new program that the International Education Act of 1966 was introduced in the House of Representatives on February 2, 1966, by Representatives Adam Clayton Powell, Jr., of New York, and John Brademas, of Indiana. On February 3, 1966, an identical bill, S. 2874, was proposed in the Senate by Senator Wayne Morse, of Oregon.

On February 2, 1966, H.R. 12451 and H.R. 12542, the Powell and Brademas bills, were referred to the House Committee on Education and Labor, and Chairman Powell appointed Congressman Brademas as Chairman of a Task Force on International Education to conduct hearings on the proposed legislation. The members of the task force for the majority were: Representatives Carlton R. Sickles (Maryland), August F. Hawkins (California), William D. Hathaway (Maine), William D. Ford (Michigan) and Patsy Mink (Hawaii); or the minority: Representatives William H. Ayres (Ohio), Alphonzo Bell (California), and Albert H. Quie (Minnesota). Seven days of hearings were conducted, from March 30 to April 7, 1966. The task force heard testimony from a total of 26 witnesses. Testifying as administration witnesses were the Honorable John W. Gardner, Secretary of Health, Education, and Welfare; the Honorable David E. Bell, Administrator of the Agency for International Development; the Honorable Charles Frankel, Assistant Secretary of State for Education and Cultural Affairs; the Honorable Leonard H. Marks, Director of the U.S. Information Agency; and the Honorable Warren H. Wiggins, Acting Director of the Peace Corps. Representatives Robert McClory, of Illinois, and Weston E. Vivian, of Michigan, offered testimony also. The 19 nongovernmental witnesses who presented testimony on the International Education Act administrators and faculty from universities and colleges, associations representing virtually every aspect of the educational community in the United States, scholarly and professional societies, labor and business. Despite the diversity of viewpoint represented, all of the witnesses endorsed the new legislation, although changes of emphasis or coverage were suggested.

The task force committee took 620 transcript pages of testimony and received over two dozen additional official statements of opinion. Over 40 formal and informal suggestions for amendments were proposed by the witnesses or suggested by the task force members themselves during the hearings or at later stages in their deliberations. More than a dozen of these were incorporated in an amended version of the bill which the task force reported with unanimous approval with instructions that the amended version be submitted as a clean bill. The clean bill, H.R. 14643, was considered by the Committee on Education and Labor on April 27, 1966, and with the addition of one amendment proposed by the chairman of the committee, was approved without dissent and ordered to be reported to the House of Representatives.

SECTION-BY-SECTION ANALYSIS

SECTION 1. SHORT TITLE

This section states that the act may be cited as the "International Education Act of 1966."

SECTION 2. FINDINGS AND DECLARATION

This section contains a statement of congressional findings which declares that a knowledge of other countries is of the utmost importance in promoting mutual understanding and cooperation between nations, that strong American educational resources are a necessary base for strengthening our relations with other nations, that Americans should be assured ample opportunity to develop their intellectual capacities in all areas of knowledge pertaining to other countries, peoples, and cultures. For these reasons, the Congress declares it to be both necessary and appropriate for the Federal Government to assist in the development of resources for international study and research and to assist in the development of resources and trained personnel in academic and professional fields to meet the requirements of world leadership and to coordinate all Federal programs in the field of international education.

SECTION 3. CENTERS FOR ADVANCED INTERNATIONAL STUDY

This section authorizes the Secretary of Health, Education, and Welfare to arrange for the establishment, strengthening, and operation of graduate centers which will be national and international resources for research and training in international studies and international aspects of professional and other fields of study. The activities of these centers will be concentrated either on specific geographical areas of the world or on particular fields or issues in world affairs which concern one or more countries, or on both.

This section will be carried out through grants to institutions of higher education or combinations of such institutions; however, the Secretary is also authorized to make grants to public and private nonprofit agencies and organizations, including professional and scholarly associations, when such grants will make an especially significant contribution to attaining the objectives of the section.

These grants may be used to cover the cost of establishing, strengthening, equipping, and operating research and training centers, including the cost of teaching and research materials and resources, of programs for bringing visiting scholars and faculty to the center, and of training, improvement, and travel of the staff for the purpose of carrying out the objectives of the section. The grants may also include funds for stipends to individuals undergoing training. The amounts of the stipends, including allowances for dependents and for travel for research and study both here and abroad, will be determined in accordance with the regulations of the Secretary.

SECTION 4. GRANTS TO STRENGTHEN UNDERGRADUATE PROGRAMS IN INTERNATIONAL STUDIES

This section authorizes the Secretary of Health, Education, and Welfare to make grants to institutions of higher education or combinations thereof to assist them in planning, developing, and carrying out a comprehensive program to strengthen and improve undergraduates instruction in international studies. These grants may be for projects and activities which are an integral part of such a comprehensive program such as (1) planning for the development and expansion of undergraduate programs in international studies; (2) teaching, research, curriculum development, and other related activities; (3) training of faculty members in foreign countries; (4) expansion of foreign language courses; (5) planned and supervised student work-study-travel programs; and (6) programs under which foreign teachers and scholars may visit institutions as visiting faculty.

The Secretary is also authorized to make grants to public and private nonprofit agencies and organizations, including professional and scholarly associations, when such grants will make an especially significant contribution to attaining the objectives of the section.

Grants under this section will be made only upon application to the Secretary containing such information as he deems necessary. For approval, an application must set forth a program for carrying out one or more projects or activities for which a grant is authorized under the section, must set forth policies and procedures assuring that Federal funds will be used to supplement and, if practical, increase the level of funds that would in the absence of the Federal grant, be made available for purposes which meet the requirements of section 4, and that in no case will they supplant such funds. In addition, the application must provide for fiscal control and fund accounting procedures and for making appropriate reports to the Secretary.

The Secretary is required to allocate grants to institutions of higher education in a manner and according to a plan which will most nearly provide an equitable distribution of grants throughout the States while giving a preference to those institutions which are most in need of funds for programs in international studies and which show real promise of being able to use such funds effectively.

SECTION 5. METHOD OF PAYMENT; FEDERAL ADMINISTRATION

This section authorizes payments to be made in installments, and in advance or by way of reimbursement. It authorizes the Secretary to utilize the Services and facilities of other Federal agencies and other public and nonprofit agencies.

SECTION 6. FEDERAL CONTROL OF EDUCATION PROHIBITED

This section provides that nothing contained in the act shall be construed to authorize any Federal officer or agency to exercise any direction, supervision, or control over their curriculum, program of instruction, administration, or personnel of any educational institution.

SECTION 7. APPROPRIATIONS AUTHORIZED

Subsection (a) of this section directs the Secretary to carry out the grant program provided in the act during the fiscal year ending June 30, 1967, and each of the 4 succeeding fiscal years.

Subsection (b) provides that for making grants under the act there is authorized to be appropriated the sum of $10 million for the fiscal year 1967, $40 million for the fiscal year 1968, and $90 million for the fiscal year 1969. It provides that for the fiscal years ending June 30, 1970, and June 30, 1971, only such sums may be appropriated as the Congress may hereafter authorize by law.

SECTION 8. ANNUAL REPORT

This section requires the Secretary of Health, Education, and Welfare, prior to January 31 of each year, to make a report to Congress reviewing and evaluating activities carried on under the authority of the act, and also, reviewing other activities of the Federal Government drawing upon or strengthening American resources for international study and research, and any existing activities and plans to coordinate and improve the efforts of the Federal Government in international education.

SECTION 9. AMENDMENTS TO STRENGTHEN TITLE VI OF THE NATIONAL DEFENSE EDUCATION ACT OF 1958

Subsection (a) amends section 601(a) of the National Defense Education Act of 1958, which authorizes the Commissioner of Education to arrange with institutions of higher education for the establishment and operation of language and area centers. Under the present law, language and area centers may be established only if the Commissioner determines (1) that individuals trained in the language are needed by the Federal Government or by business, industry, or education in the United States, and (2) that adequate instruction in the language is not readily available in the United States. The amendment repeals the second of the two required determinations.

Subsection (b) also amends section 601(a) of the National Defense Education Act of 1958. That section now provides that a contract for the establishment and operation of a language and area center may cover not more than 50 percent of the cost of the establishment and operation of the center. The amendment changes this provision to authorize payment of "all or part" of such costs.

Section (c) also amends section 601(a) of the National Defense Education Act of 1958. That section now authorizes the Commissioner of Education to arrange through *contracts* for the establishment and operation of language and area centers. The amendment would authorize the Commissioner to use grants as well as contracts for this purpose.

Changes in Existing Law Made by the Bill, as Reported

In compliance with clause 3 of rule XIII of the Rules of the House of Representatives, changes in existing law made by the bill, as reported, are shown as follows (existing law proposed to be omitted is enclosed in black brackers, new matter is printed in italics, existing law in which no change is proposed is shown in roman):

Section 601 of the National Defense Education Act of 1958

LANGUAGE AND AREA CENTERS

Sec. 601. (a) The Commissioner is authorized to arrange through *grants to or* contracts with institutions of higher education for the establishment and operation by them, during the period beginning

July 1, 1958, and ending with the close of June 30, 1968, of centers for the teaching of any modern foreign language with respect to which the Commissioner determines [(1)] that individuals trained in such language are needed by the Federal Government or by business, industry, or education in the United States[, and (2) that adequate instruction in such language is not readily available in the United States]. Any such *grant or* contract may provide for instruction not only in such modern foreign language but also in other fields needed to provide a full understanding of the areas, regions, or countries in which such language is commonly used, to the extent adequate instruction in such fields is not readily available, including fields such as history, political science, linguistics, economics, sociology, geography, and anthropology. Any such *grant or* contract may cover [not more than 50 per centum] *all or part* of the cost of the establishment and operation of the center with respect to which it is made, including the cost of grants to the staff for travel in the foreign areas, regions, or countries with which the subject matter of the field or fields in which they are or will be working is concerned and the cost of travel of foreign scholars to such centers to teach or assist in teaching therein and the cost of their return, and shall be made on such conditions as the Commissioner finds necessary to carry out the purposes of this section.

(b) The Commissioner is also authorized, during the period beginning July 1, 1958, and ending with the close of June 30, 1968, to pay stipends to individuals undergoing advanced training in any modern foreign language (with respect to which he makes the determination under [clause (1) of] subsection (a)), and other fields needed for a full understanding of the area, region, or country in which such language is commonly used, at any short-term or regular session of any institution of higher education, including allowances for dependents and for travel to and from their places of residence, but only upon reasonable assurance that the recipients of such stipends will, on completion of their training, be available for teaching a modern foreign language in an institution of higher education or for such other service of a public nature as may be permitted in regulations of the Commissioner.

SUPPLEMENTAL VIEWS

We, the undersigned, regard the provisions of this bill as a logical extension of the "Language and Area Centers" program authorized by title VI of the National Defense Education Act. In our judgment, title VI has been among the most important contributions to American education stemming from President Eisenhower's recommendations which initiated the NDEA.

Few people, even today, are aware of the sorry state of modern language study in American schools and colleges that existed a decade after World War II. In 1958, less than 15 percent of secondary school students studied a modern language, and the record was not much better in our colleges. Moreover, both language and cultural studies were confined largely to French and Spanish. Three-quarters of the population of the earth speak languages for which almost no instruction was available in the United States. The serious implications of this academic void are too obvious to require discussion, and while the situation will require many more years to remedy we have made great progress since 1958.

Title VI area study programs go beyond grants for the establishment of university centers for in-depth study of languages and cultures; they also include the award of fellowships for advanced study in languages in which we require more proficiency and research and studies in linguistics. Currently, 98 centers are being supported, 1,915 persons are receiving stipends for language and area studies, and about 80 new research projects are being initiated. In addition, a sizable proportion of fellowships awarded under another title of the act are for advanced study in languages.

From the beginning, the emphasis in the centers and associated programs has been on proficiency in languages and knowledge of cultures closely related to the Nation's paramount interests in foreign relations, and in our commercial and economic development interests as well. At a relatively modest cost, shared by universities which have committed their own limited funds to this purpose, these programs have made an enormous contribution to the Nation's capacity to cope with its role of world leadership. Increasingly, this contribution will be felt in the private sector of commerce, business, and industry, as well as in the conduct of our foreign policy.

The present bill soundly builds upon the base created in the NDEA under the leadership of President Eisenhower. It recognizes that every field of scholarship and every applied science has an international dimension, and that necessarily this dimension is of prime concern to the National Government. The Federal funds are "seed money" in the true sense of that expression, for which we can expect returns far exceeding in worth the amount of money invested.

In the years since 1959 we have not heard of a single complaint concerning title VI of NDEA, although it involves some very difficult decisions about the disposition of limited funds and the assessment of needs in both the public and the private sectors, to say nothing of the competing demands of scholarship itself. Therefore we are confident of the success of the expanded program proposed in H.R. 14643, and we join in urging its enactment.

William H. Ayres,
Albert H. Quie,
Charles E. Goodell,
John M. Ashbrook,
Alphonzo Bell,
Ogden R. Reid,
Glenn Andrews,
Edward J. Gurney,
Members of Congress.

ADDITIONAL VIEWS OF CONGRESSMEN QUIE, GOODELL, AND GURNEY

We want to make perfectly clear that this bill has nothing at all to do with aid to other nations to improve their educational systems. The President's message of February 2, 1966, relating to "international education and health," was couched in typically grandiose terms of "a worldwide effort to rid mankind of this slavery of ignorance and the scourge of disease." The implication that we were to undertake a program to extend the "Great Society" to all the world at the same time we were engaged in an increasingly costly war in Vietnam and faced with mounting inflation at home caused great concern to Members of Congress of both parties.

H.R. 14643 does not even move in the direction of any new foreign commitment. It merely expands the application of a program devised and sponsored by a Republican administration, and is related solely to domestic colleges and universities.

In view of the President's expansive pronouncements on this subject we think it is necessary to make the true dimensions of this bill absolutely clear in order to avoid misunderstandings.

Albert H. Quie.
Charles E. Goodell.
Edward J. Gurney.
Members of Congress.

FACT SHEET PREPARED BY THE OFFICE OF EDUCATION, DEPARTMENT OF HEALTH EDUCATION AND WELFARE

"INTERNATIONAL EDUCATION ACT OF 1966"

S. 2874 AND OTHERS

Background

In his Message on International Education, President Johnson recommended a program of incentive grants administered by Health, Education, and Welfare for universities and groups of universities:

(a) to promote centers of excellence in dealing with particular problems and particular regions of the world;

(b) to develop administrative staff and faculties adequate to maintain long-time commitments to overseas educational enterprises. The President asked for a program giving colleges and universities financial assistance in their efforts to add an international dimension to their course offerings.

World War II ended the isolationism of the U.S. and gave this Nation new responsibilities in parts of the globe where we previously had only marginal interests.

Soon, both Government and private business concerns working overseas found their tasks hampered by language barriers and inadequate knowledge of the many countries where our international commitments carried us. The search for Americans well trained in modern foreign languages revealed the inadequacies of language training in our schools.

In 1958, the Congress responded to this need by passing the National Defense Education Act which included provisions in Title VI for the establishment of Language and Area Centers at American colleges and universities.

In 1963, our American universities were operating 55 language and area centers with a total student enrollment of 31,567. This year, there are 99 centers with an enrollment of more than 33,000 students. This program also provided 1,035 fellowships for graduate study in non-Western languages during 1963. This year, it is financing graduate language study by nearly 2,000 students. Further, Language and Area Centers developed specifically to serve undergraduates went into operation for the first time at the beginning of this academic year.

Serious deficiencies still exist in the international affairs curricula of many colleges and universities.

A little before World War II, this country exchanged ambassadors with only 17 nations, and ministers with 43. Today, we have well over 100 ambassadorial posts.

Relationships with other countries that could not have been foreseen 25 years ago have arisen; so have America's international commitments—in travel and commerce, in research and study abroad, in business and governmental relations with these countries.

During 1963-64, more than 18,000 students and more than 4,000 U.S. faculty members extended their education abroad. This is double the number of a short 10 years ago.

In 1954, 1.1 million Americans were overseas travelers, spending $1.6 billion. By 1964, 2.2 million Americans were abroad spending $3.4 billion.

Foreign travel to the United States and foreign trade have also increased dramatically. It has become clear that our colleges and universities, attempting to keep up with the demand for critically needed skills of other areas of the world, must move forward in this field to help respond to our national needs.

Last fall, President Johnson, in an address before the Centennial celebration of the Smithsonian Institution, called for a new and wide-ranging endeavor in the field of international education. He appointed a Task Force on International Education chaired by Secretary of State, Dean Rusk on which Secretary of Health, Education, and Welfare, John Gardner served.

Many of the Task Force's recommendations were contained in the President's Message on International Education submitted recently to Congress.

Proposal

Other Federal agencies, including the Peace Corps and the Agency for International Development, would be authorized to conduct new programs. The President's Message also directs the Department of Health, Education, and Welfare to set up a Center for Educational Cooperation within the Department to be a "focal point for leadership in International Education and act as a channel for communication between the U.S. educational community and U.S. missions abroad."

The legislation proposes vesting new authority with the Secretary of Health, Education, and Welfare to carry out new legislative programs including the administration of:

A grant program to American colleges and universities to establish *Graduate Centers* of excellence equipped to be centers of national and international resources for research and training in international studies. A center might specialize in all matters affecting one geographic area instead of a previous emphasis on just language or the culture of that area. It also might concentrate on a problem common to many countries or specific areas such as overpopulation or agriculture. It might do both.

Subject matter at these Graduate Centers would be as far-ranging as necessary to fill the serious gaps in our knowledge of other countries. The Act would underwrite travel by visiting scholars and faculty to the American centers as well as other projects and activities.

A grant program to assist colleges and universities in planning, developing and carrying out a comprehensive program to strengthen and improve Undergraduate Instruction in international studies. Sample programs could include such projects and activities as faculty planning for development and expansion of undergraduate programs, expansion of foreign language courses and student work-study-travel programs.

A strengthened Title VI of the National Defense Education Act of 1958. Presently, the Federal share of the cost of financing language and area centers is limited to 50 percent. This would be increased to a maximum 100 percent of Federal funding. The amendments would also remove the restrictions on language covered by the legislation. Area and language centers for Western studies could be established. Presently, these centers offer comprehensive programs of instruction dealing with one or another non-Western world region in close integration with the study of the modern languages spoken in that region including languages from Arabic to Vietnamese.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE,
September 19, 1966.

Hon. WAYNE MORSE,
Chairman, Education Subcommittee,
Committee on Labor and Public Welfare,
U.S. Senate, Washington, D.C.

DEAR SENATOR MORSE: This letter is in response to your request of August 18, 1966, for a report on an amendment (contained in a Committee print of August 18) intended to be proposed to H.R. 14643 (as passed by the House), a bill "To provide for the strengthening of American educational resources for international studies and research".

The proposed amendment would amend part C of title VII of the Public Health Service Act, under which this Department provides financial assistance to accredited schools of medicine, osteopathy, dentistry, pharmacy, podiatry, or optometry in the United States (including Puerto Rico and the Virgin Islands) to assist them in making loans to students who are pursuing full-time courses of study in these schools. This program is known as the Health Professions Student Loan Program. The amendment would provide for setting aside a portion of the funds appropriated for this program to enable the Secretary to make direct loans on similar terms to United States citizens for full-time study in schools located outside the United States. The amendment would require the Secretary to approve the foreign school to be attended by the student, and he could not approve a school for this purpose unless he determined that it offers training of a type and quality substantially similar to that offered by similar schools in the United States which are accredited for purposes of the present Health Professions Student Loan Program.

We are opposed to the enactment of the proposed amendment because of the difficulties involved in approving foreign schools for purposes of this program.

In the United States, accrediting bodies for schools which are eligible to participate in the Health Professions Student Loan Program draw upon professional and academic leadership to assure a high level of education and training standards. These standards are vigorously safeguarded and approved by the accrediting bodies.

In most foreign countries equivalent standards do not exist and government, in many cases, is the accrediting body.

If the proposed amendment were adopted, either this Department or private accrediting agencies in the United States would have to approve the foreign schools. Neither is presently equipped to do so. Since the Federal Government does not approve or accredit American schools for participation in this program, we would consider it most inadvisable to consider doing so in the case of foreign institutions. In addition, the process would be difficult, costly, and politically hazardous since the United States would be superimposing our accreditation standards upon foreign schools.

We are advised by the Bureau of the Budget that there is no objection to the presentation of this report from the standpoint of the Administration's program.

Sincerely,

John W. Gardner,
Secretary.

OPENING STATEMENT OF CHAIRMAN

Senator Morse. Appearing before us this morning will be the administration witnesses to present testimony in favor of the bill. On Friday, the subcommittee will hear oral testimony from outside witnesses. At a date to be announced later the hearings will conclude with an additional day of testimony from other outside and congressional witnesses. The hearings will be limited to 3 days.

The Chair has requested during the final 2 days of the hearings that oral statements be limited to 10 minutes, with the understanding that the full statement of each witness will be printed in the record together with such substantiating documentation as the witness may wish to supply.

This morning we have the honor and privilege of having as our first witness the Secretary of Health, Education, and Welfare. He is accompanied by his colleagues in the Department and in the Office of Education.

Mr. Secretary, it will be our pleasure to hear your testimony. You may introduce for the record your associates who will appear with you.

If it is agreeable to my colleagues we will take your testimony and upon the conclusion of it we will, through colloquy, resolve any questions the members may have before we proceed to our next witness.

As far as the Chair is concerned, however, I have prepared a list of questions for you to consider. I shall read some of them when you finish, but I shall not ask you to answer them this morning. I think we can save time and it will be to the benefit of the subcommittee if I submit these questions to you in writing to have you prepare written answers to them for insertion in the record when it is convenient for you to submit them. I will have them placed in the record immediately following your testimony.

As is usual in our subcommittee hearings, we reserve the right to have all interested in your Department participate with us in seminar fashion by submitting to us from time to time the information the subcommittee may need and we reserve the right to call members of your staff before us, even in executive session when we come to mark up the bill, to give us additional information.

In behalf of my subcommittee, I want to thank you again for the splendid and unfailing cooperation we always receive from your Department in carrying out our work as we conduct these hearings. We will be delighted to hear you at this time.

STATEMENT OF THE HONORABLE JOHN W. GARDNER, SECRETARY OF HEALTH, EDUCATION, AND WELFARE; ACCOMPANIED BY DR. RALPH K. HUITT, SECRETARY FOR LEGISLATION; DR. PAUL A. MILLER, ASSISTANT SECRETARY FOR EDUCATION; HONORABLE HAROLD HOWE II, COMMISSIONER OF EDUCATION; RALPH C. M. FLYNT, ASSOCIATE COMMISSIONER FOR INTERNATIONAL EDUCATION; SHELTON B. GRANGER, DEPUTY ASSISTANT SECRETARY FOR INTERNATIONAL AFFAIRS; AND SAMUEL HALPERIN, DEPUTY ASSISTANT SECRETARY FOR LEGISLATION

Secretary GARDNER. Mr. Chairman, I will first introduce our associates at the table here: Paul Miller, Assistant Secretary of HEW for Education; Ralph K. Huitt, Assistant Secretary of HEW for Legislation; Harold Howe II, U.S. Commissioner of Education; Ralph C. M. Flynt, Associate Commissioner for International Education; Shelton B. Granger, Deputy Assistant Secretary of HEW for International Affairs; and Samuel Halperin, Deputy Assistant Secretary of HEW for Legislation.

If I may, I shall proceed with my testimony.

Senator MORSE. You may proceed in your own way.

Secretary GARDNER. I am pleased to have this opportunity to discuss the proposed International Education Act of 1966 contained in two related bills, H.R. 14643, passed by the House of Representatives, and S. 2874, introduced by the distinguished chairman of this subcommittee.

NEED FOR INTERNATIONAL EDUCATION

In my view, this legislation addresses itself to the most serious challenge of our time—the task of understanding and coping with a world torn by conflict. Given the crucial role our Nation has come to play in the affairs of the world, we can no longer afford to be ignorant of the processes that are shaping that world.

Modern technology, especially in transportation and communication, has made everyone next door neighbors. What our neighbors do affects us and what we do affects them. In a world whose capacity for destruction constantly challenges its capacity to understand, it is imperative that we play our part wisely. For this we need not only highly trained people to serve overseas in private and public capacities, but, just as importantly, a citizenry that is broadly educated in the history and culture of other countries and is aware of the complexities of our international role. And above all we need to pursue the kinds of peaceful and constructive collaboration with other nations that will strengthen mutual understanding.

PRESIDENTIAL MESSAGE

No activity serves all of these purposes more effectively than the activity broadly described as international education. It is in this context that President Johnson proposed to expand our national efforts in the area of international education. In his Message on International Education and Health he said:

> We would be shortsighted to confine our vision to this Nation's shorelines. The same rewards we count at home will flow from sharing in a worldwide

> **effort to rid mankind of the slavery of ignorance . . . Education lies at the heart of every nation's hopes and purposes. It must be at the heart of our international relations.**

Among the several proposals which the President called for in his February 2d message is the bill which you are presently considering.

The International Education Act is not an overseas assistance program. Rather, it seeks to strengthen and develop the American educational institutions which must provide the resource base of talent and knowledge for our efforts abroad and for public enlightenment at home.

EDUCATIONAL INSTITUTIONS AND FEDERAL GOVERNMENT

In shaping the legislation we were mindful of the traditional relationship between our educational institutions and the Federal Government. Our educational institutions are strong only in the degree that they are independent. They serve the Nation best when they serve the high purposes for which they were created.

In my own writings I have often stressed the need for our universities to maintain their independence of the Federal Government. I sincerely believe that the provisions of this act are such that the integrity and autonomy of our universities will be preserved and strengthened. Too often in the past, the Federal Government has asked the universities to take on international activities through a pattern of ad hoc services and contracts that sometimes diverted these institutions into tasks that were not integral parts of their long-range development.

SECTION 3

Section 3, the first of the three major substantive provisions of the International Education Act, authorizes "grants to institutions of higher education, or combinations of such institutions, for the establishment, strengthening, and operation by them of graduate centers which will be national and international resources for research and training in international studies."

This section is designed to encourage the development or strengthening of graduate centers concerned with international matters. No attempt is made to specify the subjects of concentration of these centers. The act states only that they may concentrate on specific geographic areas of the world, such as Africa or Latin America, or on particular problems, such as development economics or tropical medicine, or they may combine both approaches. Some graduate centers may draw from many departments within one university. Others may build upon one or more of the university's professional schools as a base for significant international activities, a development long overdue in American higher education. Still others may draw upon the resources of several universities, perhaps finding new ways to cooperate with academic institutions abroad that are concerned with similar problems.

A university that is willing to make the long-term commitment essential to the success of a graduate center must be free to select an approach that best reflects its special strengths and capabilities. Instead of imposing firm blueprints or rigid concepts, we shall encourage those who seek grants to take the initiative in formulating varied and imaginative programs. In this way, we shall benefit from the rich diversity that has always characterized our educational institutions.

GRANTS TO PUBLIC AND PRIVATE NONPROFIT AGENCIES

Diversity of approach will be further encouraged by a special provision in the House-passed bill making it possible to offer grants to public and private nonprofit agencies. We believe this to be a sound provision.

Section 3 graduate centers will doubtless take a great variety of forms, some of which we cannot yet anticipate. As the centers develop, the quality and impact of their work will, we hope, have a positive influence on the undergraduate and graduate programs of the universities with which they are associated. The centers will also become international resources with which the educational institutions and governments of other nations may collaborate on constructive activities.

SECTION 4

Section 4 of the act concentrates on undergraduate programs. Unlike the provision for the graduate centers, it is not concerned with specialization, but seeks rather to encourage a broad introduction of the Nation's undergraduate students to international affairs. It authorizes grants to institutions of higher education to assist "in planning, developing, and carrying out a comprehensive program to strengthen and improve undergraduate instruction in international studies." Examples of the kinds of efforts that could be supported include curriculum planning, faculty training, expansion of foreign language courses, student work-study programs abroad, and programs to support visits by foreign teachers and scholars.

Here, again, we have not tried to establish a uniform model. The differences among our colleges, junior colleges, and universities throughout the country are so great that specifications suited to one type of school might serve as a straightjacket for another.

We hope that a variety of approaches will develop, each of which will provide an international dimension to undergraduate education. In some instances, new courses will be added. In others, present courses will be revised to include an international dimension. Some institutions may emphasize international training in the arts. Others may include new extracurricular programs. The act requires only that whatever approach is selected must be part of a comprehensive program meaningful to both faculty and students. We will look for long-term programs capable of growth. We will avoid "flash in the pan" proposals which are not fully integrated into the life of the college as a whole.

Although a byproduct of the undergraduate programs may well be an increased interest in international careers, the chief objective is to provide college students with a richer opportunity to learn about their world. In today's world it is impossible to consider our citizens educated if they are not aware of the world beyond their shore and of the forces of change at work in that world.

SOURCES AND DISTRIBUTION OF FUNDS

Eventually we hope that every undergraduate institution in the country will be encouraged to develop a sound program of international studies—on its own or in conjunction with other institutions. Of course, not all these efforts will be funded by us; our contributions will supplement other, established sources of support. In distributing the limited funds available, we will strive for an equitable geographical distribution, but will also give preference to institutions which are most in need of funds for programs in international studies and show real promise of being able to use these funds effectively. Under these criteria, we will consider the total range of undergraduate institutions—from those relatively modest in academic stature to the finest universities in the land.

FUNDS RECOMMENDED

Because both of the programs authorized by the act require careful and long-range preparations, we propose a modest beginning. We have recommended for fiscal year 1967 a total of $10 million—with no specific allocation between the graduate and undergraduate programs. Most of this money will be directed to the essential tasks of academic planning. Professors will have to be released from their regular duties to plan the new programs. New courses and course materials will have to be developed. In some cases new administrative arrangements will have to be worked out within the institution or among a group of institutions. Once this initial planning phase is completed, we hope to move more rapidly. For fiscal years 1968 and 1969, the sums authorized by the House bill—$40 million and $90 million, respectively, seem to be reasonable ceilings given the newness of the program. Specific proposals have not been prepared for subsequent years. However, these programs are based on the premise that long-term, continuing support is the only meaningful way to build up the capacities of our educational institutions for international studies.

TITLE VI, NDEA

The International Education Act also contains three amendments to title VI of the National Defense Education Act of 1958. Title VI at present authorizes grants to support university centers for instruction in modern foreign languages "not readily available in the United States," as well as in "related studies necessary to understand the regions in which the languages are spoken." To date, the related studies that have been combined with language training have included such fields as the history, literature, government, and geography of the areas involved.

The establishment of the NDEA language and area centers was the first great move of the Federal Government to face up to its educational responsibilities in the international area. It has made a vital contribution to our colleges and universities. However, in the nearly 8 years of experience under title VI, we have become aware of several limitations in the enabling legislation which we are now seeking to remove.

PROPOSALS FOR NDEA—TITLE VI CHANGES

First, we proposed to remove the requirement which presently limits instruction at NDEA centers to those languages not "readily available" in the United States. By so doing, we will enable the centers to reflect more fully our national needs in foreign language instruction. For example, as amended, it would be possible to fund language and area programs involving instruction in French, Spanish, German, and Italian. This will mean a sizable increase in the number of students capable of using the languages of large portions of Africa and South America. It will also enable the NDEA program, for the first time, to meet the growing need for trained West European specialists, an area of competence that has been seriously neglected on our campuses.

The second proposed amendment would remove the present 50-percent ceiling on Federal funding, providing, in some instances, for greater support for new or strengthened language and area centers. This will broaden the base of the program by making it accessible to many undergraduate institutions which are now excluded because of their inability to underwrite half of the cost. The restrictiveness of the present 50–50 provision is revealed by the fact that while we now have 98 NDEA centers in operation, they are located at only 61 institutions—the greatest concentration being in the Nation's largest and wealthiest universities.

A list of these 98 centers has been provided to the committee staff for your consideration.

A third amendment will permit language and area centers to be supported by grants as well as by contracts. Because of the detailed and specific nature of Government contracts and the difficulty of altering them to meet changed conditions, the administration of title VI has frequently suffered from a lack of flexibility. The rigidity of the contract system has at times made it difficult to adapt the NDEA programs to the normal growth pattern of the universities. By adding grantmaking authority, new methods of administration can be developed which will allow the participants in the program a greater degree of independence.

We propose, further, to combine the planning and operation of the NDEA language and area programs with the two new programs created by this act. This will enable those who make decisions on grants to consider both the total needs and the range of possibilities available to our institutions of higher education. For this reason, we are asking you to approve a fourth amendment to the NDEA language and area centers program. This amendment, which is attached to the text of this statement, was not requested when the International Education Act was considered by the House of Representatives. It would vest authority for the administration of the centers and language fellowship programs—section 601 of the NDEA—with the Secretary of Health, Education, and Welfare, rather than with the Commissioner of Education. The NDEA foreign language research program would remain in the Office of Education, closely related to the other research programs of that agency.

TITLE IV, ESEA COORDINATION

At the same time that we are engaged in all of these higher educational efforts, we shall be striving under other programs to provide an international dimension at the elementary and secondary school levels. The President has specifically proposed that we utilize the new regional education laboratories, authorized under title IV of the Elementary and Secondary Education Act of 1965, to develop international studies curriculums for our grammar and high schools. We are now in the process of formulating such programs and will correlate them with this new legislation.

H.R. 14643 AND PROPOSED AMENDMENT

I would like to speak briefly now about the House-passed International Education Act, H.R. 14643. We have studied it carefully and believe that it is an improvement over our original proposal. However, we do wish to suggest one amendment.

Section 8 of H.R. 14643 calls for an annual report to the Congress which "reviews and evaluates activities carried on under the authority of this act and which reviews other activities of the Federal Government drawing upon or strengthening American resources for international study and research * * *." This report, according to the House's language, is to be submitted by the Secretary of Health, Education, and Welfare. I believe it would be preferable to place the reporting requirement upon the President by changing the phrase "the Secretary" in section 8 to the phrase "the President."

This change is desirable because there should be no ambiguity either about the responsibilities of my Department or about that of other departments in the executive branch. The proposed International Education Act is one part of a new and heightened effort in international education. Domestically, my Department will serve as a focal point. When this effort moves overseas, however, the Department of State has primary authority. For this reason, I believe ambiguity would be removed and the bill made more consonant with existing practice if the reporting requirement were placed on the President. Such a change would not affect the role of my Department in the coordination and stimulation of our domestic efforts. It would simply clarify that different aspects of coordination with regard to international education belong in different parts of the executive branch.

CENTER FOR EDUCATIONAL COOPERATION

Although it is not within the provisions of this legislation, I would like to comment on the new unit we are establishing in HEW to administer the International Education Act, the language and area centers program of the NDEA, and related programs. In his February 2 message, the President directed me to establish a Center for Educational Cooperation (CEC). He stated that the functions of the CEC would be to "act as a channel for communication between our missions abroad and the U.S. educational community," to "direct programs assigned to the Department of Health, Education, and Welfare," and "to assist public and private agencies conducting international education programs."

I plan to locate the CEC within the Office of the Secretary, where it will serve as the central point with HEW for contacts with universities, private organizations, and other governmental agencies concerned with furthering international studies in this country. I believe that the Center can be of critical importance and support to the American educational system. It will be directed by an educational leader of stature and will have my closest personal attention.

CONCLUSION

In concluding, may I express my conviction concerning the importance of this act. Over the past two decades, the universities have served the Government as a major resource in carrying on every variety of international program around the world. But we have never made an adequate effort to strengthen this resource upon which we have drawn so freely. In a sense, this legislation is the acknowledgement of a debt long overdue.

I do not think the importance of the International Education Act can be overemphasized. The first priority for this generation is international understanding—to learn the hazards and hopes of this world we inhabit and to learn how to cope with its problems. Our first step must be to strengthen our institutions of learning. Lacking such strength, we can neither engage intelligently in assistance to others nor can we develop the wisdom and judgment essential in fulfilling the almost terrifying responsibilities which we as a nation have acquired.

I urge your favorable consideration of this legislation.

Mr. Chairman, my colleagues and I would be pleased to try to answer any questions you or other members of the committee may have.

(The attachment to Secretary Gardner's statement follows:)

AMENDMENT PROPOSED BY THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE TO INTERNATIONAL EDUCATION BILL TO VEST STATUTORY AUTHORITY FOR LANGUAGE AND AREA CENTERS AND FELLOWSHIPS UNDER TITLE VI OF NDEA IN SECRETARY OF HEALTH, EDUCATION, AND WELFARE

Amend section 9 of H.R. 14643 (as passed by the House) or section 8 of S. 2874 by adding at the end thereof the following new subsection:

VESTING AUTHORITY FOR LANGUAGE AND AREA PROGRAMS IN SECRETARY

(d) Section 601 of the National Defense Education Act of 1958 is further amended by striking out "Commissioner" each time such term occurs and inserting in lieu thereof "Secretary".

Senator **MORSE**. Mr. Secretary, I want to thank you for what I consider to be a very excellent statement. I think you know and members of my subcommittee know that I am an enthusiastic supporter of the objectives of the international education program. I think we must have it if we are going to carry out in future generations the responsibility that is going to be forced upon us, whether we wish to accept it or not. We will try to meet the great educational needs of many of the underdeveloped countries of the world as well as our own.

To my colleagues, I want to say I shall turn the questioning over to you forthwith, but before you arrived this morning, I announced that we also shall submit to the Department a list of questions that I have asked the staff to prepare that I think should receive written answers from the Department and be made a part of the record. This bill, I think, is so important that we need to have the carefully prepared answers to these questions submitted to us by the Department in keeping with the seminar format in which we conduct these hearings. However, I am sure that there are additional questions which you may want to ask the Secretary this morning or which you may later wish to have answered by the Department.

COORDINATION OF DOMESTIC AND FOREIGN ASPECTS OF PROGRAM

I only want to make this comment to you now. There has been some discussion within the subcommittee, informally, as to the administrative procedures that should be followed in connection with the so-called domestic and foreign aspects of an international education program. Your testimony this morning is concerned with a bill which emphasizes the domestic aspects of the program rather than the program abroad. I quite agree with you that when we come to a program overseas, the State Department has an immediate jurisdictional interest. But for that matter, it also has certain jurisdictional interests in any international education program domestically. Likewise, it seems to me that your Department has equally a jurisdictional interest in any program abroad if we are going to have proper coordination and correlation between two programs. Some concern has already been expressed within the committee, on an informal basis, as to whether or not we may be headed for a dual administrative setup that not only can prove to be wasteful of money, but which also can result in the creation of operational problems. A third part is the danger of generating misunderstanding of the conceived objectives of administrative policies arising in separate headquarters. No judgments have been reached as yet of these points, but we think that the problems I am now raising ought to be carefully considered both by your Department and the Department of State.

I think that there will be some great doubts, both in this committee and on the floor of the Senate, if there is to be a clear-cut demarcation line drawn on the domestic front by which the foreign education programs are turned over to the Agency for International Development. It will have to be demonstrated to us that such a proposal can be justified. Our information is that that is the present plan of the administration. I think, if that is the plan of the present administration, it is heading for troubled legislative waters. I believe that there should be the closest of correlation, coordination, and a single administration of the expenditure of the taxpayers' money for an international education program. It should be without any airtight partition walls built up between the domestic program and the foreign program.

My tentative opinion is that the money will be saved and efficiency can be promoted if the administrative setup is vested in your Department and not in that of the State Department. We shall have further discussions about it. I wanted at the very beginning of the hearing to raise that warning flag to you, because many of us think that the administration has an obligation to tell us more than it has yet told us to date as to what it intends to do with regard to the education program abroad. This bill seems limited to only the education program to be carried on among the institutions of higher learning in our own country.

MODIFICATION OF 50-50 FORMULA

I am also delighted to find in your statement a proposal to modify the 50-50 formula of title VI of NDEA. As your statement points out, if we do not modify it, then the wealthy institutions of higher learning are going to continue to be able to monopolize the program. One of the questions that I shall read later deals with the role of the smaller colleges and the junior and community college segment of higher education. I am going to ask you to prepare for us, a memorandum on this point.

But as far as the overall program, as you have presented it this morning—speaking only for myself—I am an enthusiastic supporter. I shall refrain at this time from reading the questions to which I have referred until my colleagues finish asking such questions as they wish to.

But to my colleagues on the subcommittee, I think it is very important that we supplement whatever the Secretary says this morning, even in answer to your questions, with a detailed preparation of answers in respect to those which will be made a part of this hearing record. I have already announced that there will only be 3 days of hearings. There is this morning for the administration witnesses; there will be a hearing Friday morning for outside witnesses and another hearing the early part of next week. After today, the witnesses will be strictly limited to 10 minutes in summary of any written testimony they may wish to submit to the subcommittee. Time is a wasting, as we all know, in connection with our education legislation. We have had to postpone and postpone and postpone, and justifiably so, our hearings on education legislation and our executive sessions on education legislation because the priority scheduled which was worked out in the Senate Labor and Public Welfare Committee made it desirable and necessary that we dispose of certain other pieces of legislation in other fields first.

CROWDED AGENDA OF LABOR AND PUBLIC WELFARE COMMITTEE

But I need not tell you, Mr. Secretary, that the administration is not fully aware at all times of the procedural problems that confront the subcommittee. It has been urging this chairman to get on with the education legislation. My respectful reply has been that you had better make up your minds downtown what priority you want us to follow in considering this and other legislation. When I good naturedly pointed that out, there was an immediate understanding and they said just as soon as you can. This is the first time that we have had to start these hearings, but I am not going to have prolonged public hearings on these matters. They are not necessary. We have a voluminous record already from past hearings and I think we have reached the point where a written record will suffice and take the place of prolonged oral testimony.

Senator JAVITS. Would the Chair yield at that point?

Senator MORSE. I am all through. I will be glad to yield.

Senator JAVITS. Mr. Chairman, I have very serious committee responsibilities elsewhere and I would like the privilege not of asking questions here at this time—I would not wish to intrude on my colleagues—but for putting into the record a list of questions to be answered.

Senator MORSE. I will be delighted to have you do so.

Senator JAVITS. I have a list of questions I would wish the witness to answer and I would like unanimous consent to have them put in the record.

Senator MORSE. They will be put in the record at this point, and the written answers by the Secretary will be put in the record.

(The questions by Senator Javits and Senator Prouty and responses thereto follow:)

RESPONSE OF SECRETARY OF HEALTH, EDUCATION, AND WELFARE GARDNER TO QUESTIONS SUBMITTED BY SENATOR JACOB K. JAVITS

1. Q. In 1963-64 (the latest statistics available) more than 18,000 American students studied abroad, of whom 2,368 were medical students. I have suggested that the loan provisions of the *Health Professions Education Assistance Act* and the guaranteed loan provisions (Part B, Title IV) of the Higher Education Act of 1965 be expanded in order that young Americans studying abroad would have available some of the same education aids as Americans studying here—this is now being done, for example, for veterans under the GI bill, but not for these others. What are your views on this proposal?

1. A. We would support including in the International Education Act an amendment to the Higher Education Act of 1965 (P.L. 89-239) extending benefits of the guaranteed loan program, authorized by the latter Act, to students wishing to study abroad. Benefits of the guaranteed loan program already extend to students attending college outside the United States but basically enrolled at a university or college in this country under an arrangement between the American and the foreign institution. The junior year abroad program of some schools is a typical example of such an arrangement. The proposed amendment would extend similar benefits to students choosing to take *all or part* of a degree program at a foreign institution where no technical arrangements exist between such a school and an American college or university.

We would, however, oppose a similar extension of the Health Professions Education Assistance Act which currently provides loans to U.S. students pursuing full-time study in accredited U.S. schools of medicine, dentistry, osteopathy, optometry, podiatry, or pharmacy.

In this country, accrediting bodies for schools in the above categories draw upon professional and academic leadership to assure a high level of education and training standards. These standards are vigorously safeguarded and approved by the accrediting bodies.

In most foreign countries equivalent standards do not exist and government, in many cases, is the accrediting body.

If the proposed amendment to the Health Professions Education Assistance Act were adopted either HEW or private U.S. accrediting agencies would have to approve the foreign schools. Neither is presently equipped to do so. Since the Federal Government does not approve or accredit American higher educational institutions, we would consider it most inadvisable to consider doing so in the case of foreign institutions. In addition, the process would be difficult, costly, and politically hazardous since the U.S. would be superimposing our accreditation standards upon foreign schools.

2a. Q. Status of establishment of a Center for Educational Cooperation (CEC).

2a. A. As Secretary Gardner indicated in his testimony before the Subcommittee on August 17, plans are underway to locate the CEC within the Office of the Secretary. The Director of the CEC will report to the Secretary through the Assistant Secretary for Education.

During the planning period, there has been close collaboration with the State Department and the White House in defining the roles of HEW and the State Department in international education generally and, specifically, in carrying out the various programs mentioned in the President's Message to Congress on

February 2. Full agreement has been reached and proposals are being submitted to the Bureau of the Budget for an appropriate Executive Order.

It is anticipated that an Executive Order will assign specific responsibilities to the Secretary of HEW which will provide the basis for the CEC to carry out the Presidential intent, as stated in the February 2nd Message, that the CEC will serve as a "focal point for leadership in international education," "act as channel for communication between our missions abroad and the U.S. educational community; direct programs assigned to the Department of Health, Education, and Welfare"; and "assist public and private agencies conducting international education programs." Further, it is proposed that an Executive Order provide for the establishment of an Advisory Council on International Education in accordance with the President's Message.

See also Senator Morse's question 12(a).

2b. Q. Status of appointment of a Citizens' Advisory Council on International Education.

2b. A. Please see Question 12(c) of Senator Morse.

2c. Q. Status of creation of a Corps of Education Officers.

2c. A. A joint Office of Education-State Department Task Force has prepared a position description for the Corps of Education Officers which has been approved by the following: AID, HEW, State, DOD, USIA, Bureau of the Budget, and the White House. This same task force set forth the "criteria of selection" for members of the scholarly and academic community wishing to serve overseas.

During the first year, we expect to have eight Education Officers appointed and, by June of 1968, it is expected that 30 will have been recruited.

The Department of State is currently in the process of preparing a recruiting letter which will have information on the expected duties of these Education Officers and is working closely with the Department of Health, Education, and Welfare to see that the objectives of this program are closely coordinated. The Center for Educational Cooperation (CEC) in HEW will provide continuing professional support for the Education Officers.

2d. Q. The legislation before us carries forward only a small portion of the program advocated by the President in his February 2d message on International Education. What is being done with respect to the other recommendations, viz.—(d) Earmarking Title IV ESEA funds for new programs in international studies for elementary and secondary schools.

2d. A. The Bureau of Research, Office of Education, has set aside $1 million in earmarked funds for this general purpose and is in the process of developing the program. Publicity will shortly be sent to our colleges and universities inviting their proposals and we also will assure a wide dissemination of information through the developing regional educational laboratories.

2e. Q. Status of establishment of an American Education Placement Service to coordinate information and efforts of Americans wishing to serve abroad in education?

2e. A. This will be one of the responsibilities of the Center for Educational Cooperation when it is established in the Office of the Secretary of HEW. We are considering a range of alternatives, including possible use of the National Roster of Scientific and Specialized Personnel, or an equivalent of it, or the possibility of contracting the service to an outside organization with demonstrated competence in matching teacher applicant qualifications with job requirements. Because the first Director of the CEC should be free to make the necessary major policy decisions with respect to the organization and operations of the Placement Service, we are unable to provide more detailed information at this time.

2f. Q. Status of development of new techniques for teaching basic education and fighting illiteracy through basic research of value to developing nations.

2f. A. The Office of Education has earmarked $400,000 for research related to the educational needs of countries in the regions of the world faced with major problems of economic, social and educational development. Since illiteracy is a critical problem in those areas, a sizeable portion of these funds will be devoted to meaningful research in basic education to provide the basis for realistic programs in the developing nations. In addition, we plan to give careful consideration to university proposals for graduate centers which will concentrate on methodology for significantly reducing illiteracy.

2g. Q. Status of the creation of special programs for foreign students studying in the USA?

2a. A. Following the President's Message on February 2nd, the Department of Health, Education, and Welfare considered several approaches to this question but to date no specific programs have been initiated. We believe HEW's role should be, through the Center for Educational Cooperation (CEC), to encourage the expansion of university-sponsored seminars and summer conferences devoted to those needs and concerns of foreign students which differ from the needs of our own students. This would be done in our planning discussions with academic community and with the Advisory Council on Internation Education. The Center will cooperate wit hthe State Department Bureau of Educational and Cultural Affairs and with AID in developing both new approaches and suggestions for strengthening those efforts now underway.

We also believe that the CEC, through its clearinghouse function, could provide a useful service by maintaining an inventory of present programs for foreign students at U.S. colleges and universities. This might include special community programs, discussion groups, and extra-curricular activities, in addition to formal academic programs. However, we would not undertake this service function if it can be carried out more effectively by a non-governmental organization.

3. Q. The Administration bill proposes to eliminate the 50% matching provision of Title VI (Language and Area Centers) of NDEA substituting a provision authorizing payment of "all or part" of the costs for establishment and operation of a language and area center.

3a. Q. By eliminating the matching provision will not the total amount of funds to be expended be reduced?

3b. Q. Does the Administration propose any increase in funding to meet the increased responsibilities for this enlarged Federal share?

3c. Q. The bill language is somewhat indefinite—how does the Department intend to administer it?

3d. Q. Will the Federal share be consistent throughout the nation at a given time?

3e. Q. What will be the determinants of the Federal share?

3a. A. By eliminating the matching provision, the total amount of funds may need to be increased. The NDEA is up for renewal next year and authorizations requested for Section 601(a) of the NDEA may need increased funding at that time. The purpose of the amendment at this time is to encourage revised planning for FY 1968, FY 1967 awards having already been announced.

3b. A. Since Congress will be reviewing the NDEA next year, we will request increased funding if that should appear necessary on the basis of our contacts with colleges and universities in the next several months.

3c. A. The Department of Health, Education, and Welfare will administer the amended Title VI of the NDEA and the International Education Act through the Center for Educational Cooperation. It is not anticipated that fundamental changes will be introduced in the operation of the NDEA program. The major change intended by this amendment is to broaden the number of institutions to which such programs are available; too often in the past only the wealthier institutions have been able to provide matching grants.

3d. A. Because we will be encouraging colleges and universities to continue to contribute to the funding of NDEA programs, and to obtain financial assistance from business, foundations, or other private sources, and because regional needs for such centers and the matching abilities of various colleges vary so considerably, we do not anticipate that the Federal share will be consistent at a given time throughout the Nation.

3e. A. Decisions on the Federal contribution for NDEA centers would continue to be based on the factors of need, long-range objectives and plans, rate of growth of the center, and such statistical data as numbers of courses, number of students, number of faculty members and library resources related to the program.

4. Q. The authorizations for this program, as suggested by the Administration and as incorporated in the House bill, are $10 million for FY 1967, $40 million for FY 1968 and $90 million for FY 1969. What do you estimate the level of costs will be in subsequent years?

4. A. It should be noted that these figures represent the best professional judgment of the Department at this time; they do not imply Administration budgetary requests in this area.

The attached table presents HEW's estimates for two additional years beyond FY 1969. We feel that it would be unwise to make any further tentative projections before the Center for Educational Cooperation (CEC) is established in HEW and is able to gain some experience in administering at least the first year of the proposed program.

INTERNATIONAL EDUCATION ACT OF 1966

Estimated new obligation authority, fiscal years 1967–71

[In millions of dollars]

Program	1967	1968	1969	1970	1971
Centers for advanced international study	5.0	20.0	45	50	60
Grants to strengthen undergraduate programs in international studies	5.0	20.0	45	100	150
Administration	.6	.9	1	1	1
Total	10.6	40.9	91	151	211

NOTE.—The projections in this table represent predictions of the Department of Health, Education, and Welfare and do not represent the administration position on future program or budget requirements. Annual requirements will be dependent on program developments and budget factors which at this time cannot be fully predicted.

5. *Q.* The report "AID and the Universities" is largely concerned with the role of U.S. colleges and AID. Do you feel that the recommendations contained in this report are being carried forward satisfactorily? Do you still hold to the views set forth in the report and do you have anything to add?

5. A. The report, as the Committee knows, was prepared at the request of Mr. David Bell, former Administrator of AID, to assist him and his colleagues in developing the means to strengthen the partnership between AID and the universities in their mutual endeavors of providing assistance to the developing nations. Although I feel that AID and the academic community are in better position to comment on the effectiveness of the many steps which have been taken by both parties to implement the report's recommendations, it is my general feeling that a number of significant actions have been taken. For example, there appears today to be much more open and continuous communication between the universities and AID which is strengthening their mutual objectives. Specifically, AID has seen fit to support more research in the universities, thereby improving the capacity of the academic community to assist the developing countries and to deepen a permanent concern for international education in the institutions.

I believe a major portion of the recommendations are still valid. However, since the publication of the report in 1964 and its wide distribution throughout the country, the Administration and the Congress have proposed programs to expand this country's efforts in international education which precisely meet the basic needs and objectives cited in 1964. Indeed, these proposals, while addressing the fundamental recommendation of the report that colleges and universities be strengthened as national resources for international activities, also include a major effort to assure our citizenry an understanding of the complex world in which we live.

As the Committee knows, I have been an active participant, along with David Bell and others, in the Administration's planning for these new efforts in international education. With long experience and interest in this field, I have come to recognize the urgency of improving as quickly as possible the vital connection between education and international understanding. I can assure you that the International Education Act now before the Committee and all of the other proposals for interantional education outlined in the President's Message of February 2, 1966, have my complete support.

6. Q. The 1964 Gardner report states that "the universities will probably achieve their most profound and lasting influence in working with their own kinds of institutions abroad." Do you feel that the language of the pending bill offers sufficient opportunities to enhance this cooperation? How does the Department intend to facilitate this?

6. A. The International Education Act of 1966 will contribute to the historic tendency for competent scholars to share common interests and discoveries, regardless of the cultural circumstances of their work. An increasing conversation on a worldwide basis among scholars of particular fields is already occurring.

As competent American centers in international education increase, both in number and in quality, the very nature of their work will make necessary an understanding of scholarly studies which will be underway at universities in other countries of the world. In addition, as more persons in the U.S. and from abroad are trained for work in the international studies field, many of these may be expected to serve as faculty members of universities in foreign countries. The Act will advance the cooperation between teacher and student and between scholar and scholar on U.S. campuses. Therefore, we expect that lifelong relationships will develop on an informal basis between scholars and their institutions in this country and those in the world community.

In a more formal way, we expect that effective work of U.S. centers will require a variety of relationships with comparable centers in other countries. Both the language and the intent, as expressed in the hearings before the Task Force of the Committee on Education and Labor of the House of Representatives, and before this Subcommittee, stress the importance of cooperation between institutions of higher learning on an international basis. Both the Act and the Center for Educational Cooperation go far in encouraging such relationships.

Since one of the principal objectives of the Center for Educational Cooperation concerns its role as a point of contact for Americans or representatives of other countries who have ideas related to international education, we expect that the administration of the Act will include a strong and continuing emphasis upon cooperation between institutions of various countries and those of the U.S. Cooperation will be encouraged among U.S. institutions, by means of the consortium and similar academic devices, and between them and colleges and universities in the international community.

7. Q. The Gardner report indicates that AID has in the past too closely restricted its contracts with universities, letting them "pile up in the most obvious institutions." If the pending bill is enacted, how does HEW propose itself to avoid a similar pitfall?

7. A. One of the basic objectives of the pending bill is to increase substantially the quantity and the quality of international education in our institutions of higher learning. By following the guidelines indicated in the answers to Senator Morse's questions, particularly 4(b), 8(b), we believe this can be accomplished. The Advisory Council on International Education will play an important role in helping us to insure that we are, in fact, fulfilling the objectives of the bill.

8. Q. The Gardner report states that "much would be gained by a free exchange of personnel between AID and the universities." Do you feel that this recommendation might be constructively applied with respect to other Federal agencies concerned with international matters?

8. A. A free exchange between the academic community and other Federal agencies concerned with international matters—such as the Departments of State, Labor, and Commerce would certainly benefit all concerned. There is already considerable movement between government and the academic community—in almost all fields. We plan—through the Center for Educational Cooperation—to improve the channels of communication between the universities and the agencies of the Federal Government concerned with international education. A natural derivative of this will undoubtedly be an increased exchange of personnel. Further, we anticipate that the programs created by the IEA will stimulate more students to choose international careers with a variety of employers.

However, it would be a mistake to think of the Act as a manpower training bill which will turn out internationally-trained government servants. The bill, as was emphasized in the first day of the Senate hearings, is designed to strengthen our colleges and universities and to help them to develop the personnel and talent necessary to conduct a meaningful international program.

(Also see Question 3 of Senator Morse.)

9. Q. Why did not the Administration propose amending and/or expanding NDEA for this international education program instead of the method used in the pending bill?

9. A. Please see our response to Senator Prouty's question 3.

10. Q. Education and World Affairs, in its report, "The University Looks Abroad," raises the question: "Can foreign students be used while in America as educational resources, either in intercultural studies or through extracurricular programs?" What are your views on this?

10. A. This is a question for which there are no clear-cut answers. We hope that once the Advisory Council on International Education and the Center for Educational Cooperation are established, they can devote some of their time to a thorough study of how best to utilize the rich resource represented by the numerous foreign students studying in this country—in a way that will benefit both the American and the foreign students as individuals and the institutions where they are enrolled.

We would caution against diverting foreign students from their primary purposes in coming to the U.S. to obtain an American education and to learn about our country. However, we do feel that it will be possible for our universities and colleges, under both Sections 3 and 4 of the International Education Act, to develop new approaches to utilize the knowledge of languages and the cultures of their countries and regions through which foreign students can enrich the programs in the U.S. institutions.

11. Q. Will you please furnish for the record figures on foreign students in U.S. colleges and universities and U.S. students abroad?

11. A. In 1964-65, there were 82,045 foreign students studying in U.S. colleges and universities. An estimated 90,000 foreign students are expected this year.

The number of U.S. students studying abroad in colleges and universities, 1963-64, was 18,092. Figures are not yet available for 1964-65.[1]

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[1] These figures are taken from a publication of the Institute of International Education which takes an annual census of foreign students. A copy is attached.

OPEN DOORS
1965

Report on International Exchange—Institute of International Education

IIE

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OPEN DOORS 1965

Report on International Exchange—Institute of International Education IIE

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FOREWORD

International education has vital meaning for the world in which we live today, and those who believe that it is indispensable to a better world have reason to be encouraged by its steady growth. For the seventeenth consecutive year since IIE began collecting statistics on educational exchange, the number of participants in educational exchange programs between the United States and other countries has grown.

This unbroken trend underscores the increasingly important role educational exchange plays on the American academic scene as well as in the economic and social development of many lands and in the search for international understanding.

If the full potential of educational exchange is to be realized, many problems attendant upon its growth must be solved. We hope that the data contained in *Open Doors 1965* will prove useful to those seeking to improve the planning and administration of exchange programs. With this in mind, some of the implications of these figures deserve attention.

For one thing, the number of foreign students in the United States, this year numbering 82,000, continues to increase; the forecast that they will number at least 100,000 by 1970 therefore seems entirely reasonable. Clearly, if colleges and universities are to cope with this growing demand upon their resources, they must adopt selection procedures which will assure the admission of those most likely to benefit from the educational exchange experience.

At the same time, one is struck by the much smaller number of Americans (18,000) who study abroad, particularly in an era when the need for Americans with experience and insight into other cultures is steadily growing. Also, one notes that these Americans who do study abroad are concentrated in Europe. While this traditional pattern is understandable, the needs of the present world make it important for Americans to gain broader knowledge through studies in other areas of the world.

Every effort has been made to assure that the data in *Open Doors 1965* are as accurate and complete as possible. Needless to say, however, information-gathering on a scale involving nearly 3,000 institutions around the world will inevitably involve some degree of omission. The information on American students abroad, for example, is less comprehensive than we would wish.

Compiling these statistics is the task of IIE's Exchangee Records Division. The care they take in their work is well known to the thousands of college and university administrators whose co-operation makes *Open Doors* possible. To these university representatives we are grateful, as we are to the National Association for Foreign Student Affairs and the American Association of Collegiate Registrars and Admissions Officers, which co-sponsor these surveys with IIE.

June 1965

KENNETH HOLLAND
President

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OPEN DOORS 1965

Open Doors 1965 reports the findings of four surveys conducted by the Institute of International Education on educational exchange between the United States and other nations of the world during the academic year 1964–65. These surveys, covering foreign students and scholars in the United States who plan to return home upon completion of their assignments, and U.S. students and faculty and administrative staff members abroad, reveal a record number of participants in each category of exchange. This year, IIE did not conduct a survey of foreign interns and residents affiliated with U.S. hospitals because data on this aspect of international education are available from other sources.

More than 91,000 foreign citizens were on American college and university campuses during this academic year. By far the greater number—more than 82,000—were students; the remaining 9,000 were scholars engaged in research, or teaching at U.S. institutions. This total exceeds last year's by 7,800—about nine per cent.

The over-all increase was reflected in every geographic area. The largest number of exchange visitors by far—32,400, or 35 per cent—came from the Far East. Latin Americans made up 16 per cent, followed by visitors from Europe (15 per cent), the Near and Middle East (13 per cent), North America (11 per cent), Africa (eight per cent), and Oceania (two per cent). This distribution is very similar to last year's.

Nearly 22,000 American citizens were abroad: just over 18,000 students and nearly 4,000 faculty and administrative staff members. Because of the difficulty in gathering information on U.S. students enrolled in foreign institutions, the figure for students overseas is for the 1963–64 academic year, while the figure for faculty members is for 1964–65. The total of both students and faculty is seven per cent above the figures reported in *Open Doors* last year.

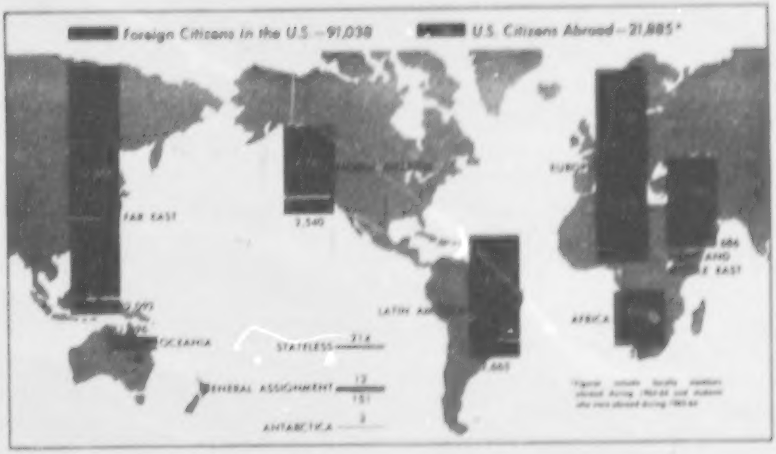
FOREIGN STUDENTS IN THE UNITED STATES

More than 82,000 foreign students, a record number, were reported enrolled in American academic institutions during 1964–65, an increase of nearly 10 per cent over last year, but considerably less than the 16 per cent reported the year before. Each geographic area also showed an increase in the number of its students in the United States. As in the past, the Far East sent the largest group—29,400 students, or 36 per cent of all foreign students. Since 1954, the Far East has led all other geographic areas in the number of students attending U.S. colleges and universities.

Following the Far East this year were, in order, Latin America, which sent 13,600 students, or 17 per cent of the total; the Near and Middle East, with 11,200 students, or 14 per cent; Europe, with 10,100 students, or 12 per cent; North America, with 9,300 students, or 11 per cent; Africa, with 6,800 students, or eight per cent; and Oceania, with 1,200 students, or about two per cent.

Although the total number of foreign students in the United States has risen from 34,200 in 1954–55 to 82,000 this year, the percentages of students from each geographic area have remained quite stable. During the decade, the proportion of Europeans, Latin Americans, and North Americans has declined slightly, while the percentages of students from the Far East and Africa have increased. In 1954–55, for example, Europeans made up 15 per cent of the total; in 1964–65, only 12 per cent. Ten years ago, students from the Far East represented 30 per cent of all foreign students; this year 36 per cent.

Africa, with 6,800 students this year, showed an increase of 12 per cent, the greatest of any geographic area; this has been true for six consecutive years. The rate of increase, however, was only half last year's rate of 23 per cent.


Foreign Citizens in the U.S.—91,038
U.S. Citizens Abroad—21,885*
FAR EAST
2,540
OCEANIA
STATELESS 214
GENERAL ASSIGNMENT 12 151
ANTARCTICA 3
LATIN AMERICA
EUROPE
684
AFRICA

EDUCATIONAL EXCHANGES WITH THE UNITED STATES

Undergraduate Total
Graduate Total
Other Total*

AREA AND STATUS OF FOREIGN STUDENTS—1964–1965

More countries and territories than ever before – 159 – sent students to the United States. The Seychelles islands, which sent two students, and the Trucial States, which sent one, were represented by exchange students for the first time.

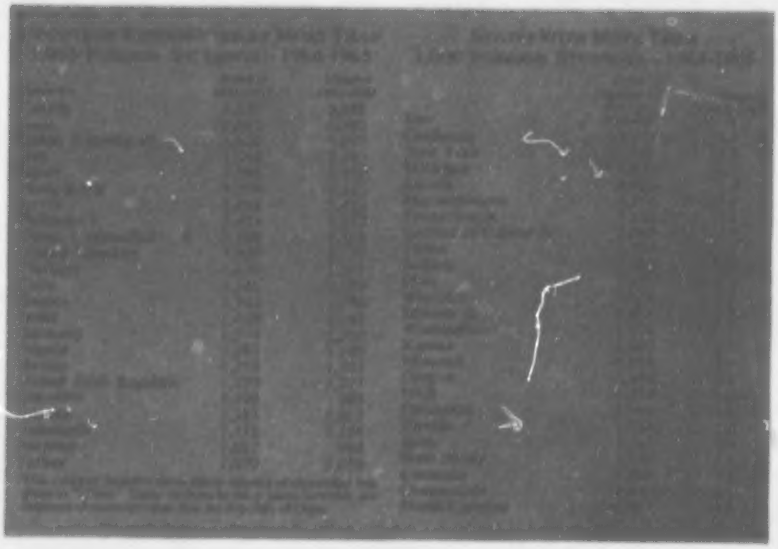
Two countries – Colombia and Pakistan – joined the list of nations sending more than 1,000 students. Countries represented by more than 2,000 foreign students included, as in the past, Canada, India, the Republic of China, Iran, Japan, Hong Kong, Korea, and the Philippines.

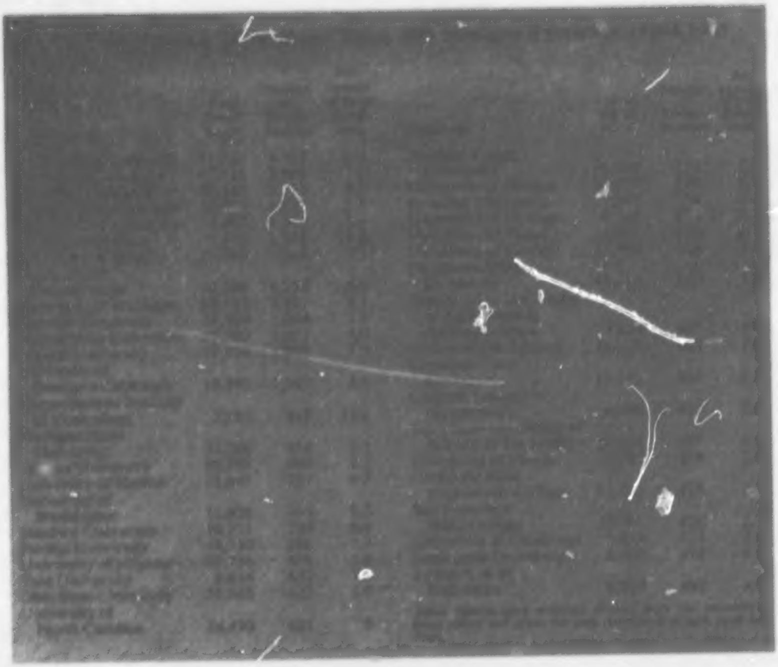
The slow but steady trend over the years toward graduate study continues. Undergraduates this year comprised 46 per cent of all foreign students. Forty-three per cent were graduates, and 11 per cent reported they were special students or did not answer the question. Last year, 48 per cent were undergraduates, 42 per cent graduates, and 10 per cent special students. Ten years ago, the proportions were quite different: undergraduates made up 58 per cent of the total, graduates only 36 per cent, and special students but six per cent.

Graduate students continue to outnumber undergraduates in three fields: the natural and physical sciences (where 62 per cent were graduates), agriculture (60 per cent graduates), and the social sciences (52 per cent graduates). In engineering, the humanities, business administration, the medical sciences, and education, undergraduates predominated. The number of special students was especially great in the humanities, where there were nearly 22 per cent.

Students from the Far East were more likely than others to be working at the graduate level: there were 17,100 graduates, almost twice as many as the 9,800 undergraduates. Europe was the only other area to send more graduate than undergraduate students, though the proportion was much closer – 4,300 graduates to 3,700 undergraduates. This pattern has held for the past several years.

Men students were far more likely to come to the United States than women; 77 per cent of the foreign students in 1964–65 were men, and only 23 per cent were women. This ratio has changed not at all since 1954–55. However, within this pattern some variations may be seen. Students from African nations and from the Near and Middle East are especially likely to be men: 88 per cent of Africans





and 89 per cent of Near and Middle Eastern students are male. Seventy-three per cent of students from Europe and from Latin America, 74 per cent of students from the Far East, and 80 per cent of students from North America are male.

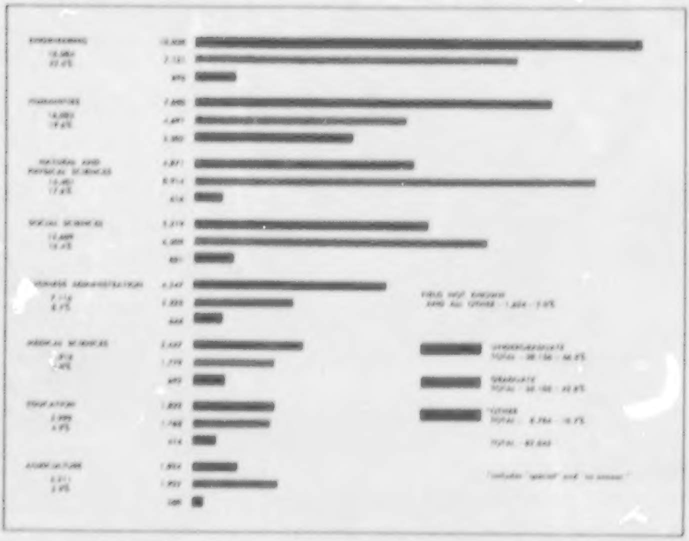
Only the Philippines, among the nations sending significant numbers of students to the United States, was represented by more women than men: 1,355 women to 1,118 men. For the Philippines, this is not unusual: last year, women students outnumbered men by 1,203 to 1,074, and this has been true for several years.

LENGTH OF STAY

How long do foreign students stay in the United States? Of the 82,000 foreign students here this year, 25,400 (30 per cent) said this was their first year of study. This is an increase of less than 1,700 over last year and far less than the 37,300 who arrived in 1962–63. Another large group – nearly 24,000 – said they had been in the United States for three years or more. Students here for two years numbered 15,200, and 17,400 students did not answer the question.

This is the second consecutive year when the number of incoming students has comprised less than one third of the total foreign-student population. This presents a sharp contrast to the two previous years, when the ratio of incoming students stood at a record of about 56 per cent. It is also considerably under the average for the period 1954–60, when the proportion of incoming students was about 40 per cent.

This year and last, 18 per cent of foreign students reported that they were in their second year of



FIELDS OF STUDY OF FOREIGN STUDENTS – 1964–1965

study, and 30 per cent were here for three years or more.

Although the number of students who do not answer the question on when they began their studies has always been high (ranging from 10 per cent in 1954–55 to 22 per cent this year), the statistics we have seem to indicate that the growth in total numbers of students here during the past two years is more and more due to the fact that students are prolonging their stays.

FIELDS OF STUDY

Over the years, little change can be seen in foreign students' preferences for fields of study. Engineering and the humanities, chosen this year by 22 and 20 per cent of all foreign students, were selected by exactly the same percentages last year, and, indeed, by about the same percentages over the last 10 years.

The third most popular field, the natural and physical sciences, has slowly been attracting more foreign students. In 1954–55, 12 per cent were in this field; in 1960–61, 16 per cent; this year, 18 per cent. The social sciences (15 per cent), business administration (nine per cent), the medical sciences (six per cent), education (five per cent), and agriculture (four per cent) were the other major fields of study in which foreign students were engaged. This order of preference has been the same for the past several years.

There has been little variation in recent years in the fields studied by students from different geographic areas. Far Easterners have concentrated in engineering (25 per cent this year) and the physical and natural sciences (24 per cent this year). Seventeen per cent of Far Eastern students were in the humanities and 14 per cent in the social sciences.

Engineering continues the most popular course of study with students from the Near and Middle East: 36 per cent (the largest percentage of students from any one area in any single field) were studying it this year. Half as many (18 per cent) chose the natural and physical sciences, while the humanities and the social sciences each attracted nine per cent.

As was the case last year, Latin American students preferred the humanities to engineering by the narrowest of margins: 22 per cent to 21 per cent. The social sciences (selected by 15 per cent), the natural and physical sciences (14 per cent), and business administration (seven per cent) were also popular with Latin Americans. This pattern of interest has remained constant for several years.

The pattern for European students has also remained essentially unchanged. They continue their traditional adherence to the humanities with 31 per cent, the highest proportion ever, in this field. In other fields of study, Europeans were fairly evenly distributed: 17 per cent in engineering, 16 per cent in the social sciences, and 15 per cent in the physical and natural sciences.

North American students, primarily Canadians, also favored the humanities: 21 per cent selected this field during 1964–65. Other fields studied by significant numbers were the social sciences (16 per cent), natural and physical sciences (13 per cent), engineering (12 per cent), education (11 per cent), and business administration (10 per cent).

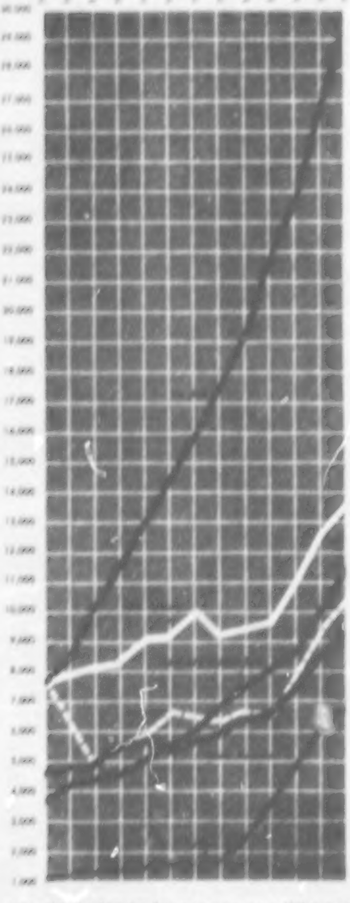
The social sciences, which have always attracted the largest number of African students, were selected by 25 per cent this year. Seventeen per cent were in the natural and physical sciences, 14 per cent in engineering, nine per cent in agriculture, and nine per cent in business administration. A far smaller proportion – six per cent – studied the medical sciences than in years past: 10 years ago the percentage was 15.

WHERE THEY STUDIED

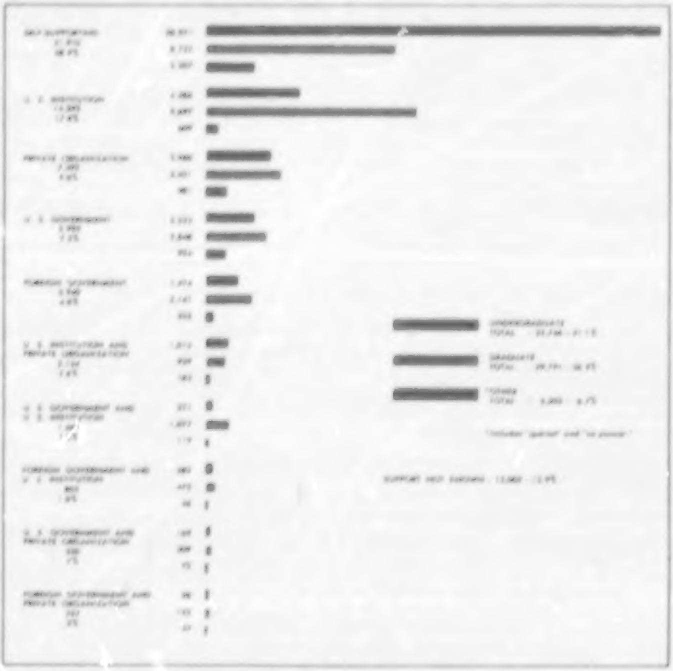
In 1963–64, more U.S. colleges, universities, and other institutions of higher education than ever before – 1,859 – reported foreign students in attendance. While there are few U.S. institutions at which foreign students are not enrolled, nevertheless they tend to cluster at a small number of major universities, particularly in California and New York.

California had 16 per cent of all foreign students in the United States – 13,113 – and nearly 7,000 were concentrated in five institutions: the University of California, the University of Southern California, Stanford, California State Polytechnic College, and San Francisco State College. Of the 11,100 foreign students in New York State (once

FOREIGN STUDENTS IN THE U.S.
1952–1965



The number of students from Oceania rose from 514 in 1952-53 to 1,368 in 1964-65.



SOURCES OF SUPPORT OF FOREIGN STUDENTS – 1964–1965

again second to California in numbers of foreign students), nearly 7,000 were enrolled in four universities: New York University, Columbia, Cornell, and Syracuse.

Indeed, 47 per cent (38,155) of the students were concentrated in only 42 colleges and universities, each of which reported having 400 or more foreign students in attendance.

Of these institutions, the University of California for the eighth consecutive year had the largest number of foreign students (4,391), and Howard University, for the sixth consecutive year, had the highest proportion of foreign students in relation to its entire student body – 16 per cent.

SOURCES OF SUPPORT

Almost 32,000, or about 40 per cent, of all foreign students in the country last year were self-supporting; five years ago only 30 per cent required no financial assistance. More than half the students received full or partial support from a variety of sources: American academic institutions, private organizations, the U. S. Government, or foreign governments. Not infrequently, students received support from more than one source: a tuition scholarship from a university, for example, and a living allowance from a private organization.

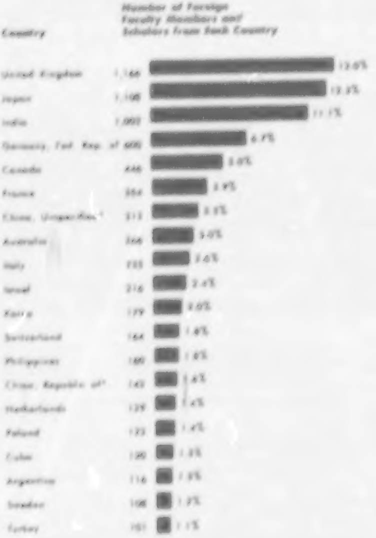
U. S. academic institutions provided support to more foreign students—23 per cent of the total—than the U.S. and foreign governments combined. The former assisted some 10 per cent of all students, while foreign governments sponsored six per cent of their students. Foundations and other private agencies aided 14 per cent. These proportions have remained about the same for several years.

North American students, who with few exceptions are Canadians, required less support than any other group: 55 per cent were self-supporting, an appreciable increase over the 43 per cent in this category five years ago. Other geographic regions with high percentages of self-supporting students included the Near and Middle East (45 per cent), Latin America (43 per cent), and the Far East (41 per cent). Only 13 per cent of the Africans were self-supporting; the overwhelming majority received assistance. The U. S. Government aided 28 per cent, their own governments 18 per cent. American institutions of higher education contributed to the support of 22 per cent, and foundations and other private agencies also aided 22 per cent. Higher percentages of African students than others received aid from foundations, from the U. S. Government, and from their own governments.

The relatively small percentage of Europeans who were self-supporting is worth noting. Only 28 per cent of them were in this category, compared to 33 per cent 10 years ago. European students were even more likely than others to win a college or university grant; 28 per cent did so last year. Unless they receive aid, are Europeans more likely to attend universities in their own countries?

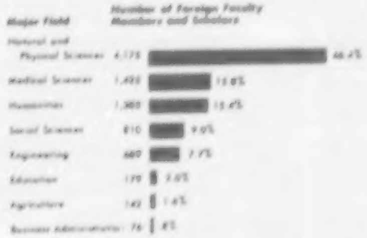
The Institute customarily includes in its census those who come to the United States expressly for education or training and state their intention of returning home upon its completion. This year IIE also asked for information on students from abroad who stated that they intended to remain in the U.S. These students—6,674 this year—do not meet IIE's definition of a foreign student and are not included in our statistics. Nevertheless, in a great many, if not the majority, of cases, the academic, social, and other problems they present make them indistinguishable from *other* foreign students and require the interest and attention of foreign-student advisers *and* other college and university staff members concerned with students from abroad.

LEADING NATIONALITY GROUPS OF FOREIGN FACULTY MEMBERS AND SCHOLARS—1964–1965



*This category includes those whose country of citizenship was given as "China." These scholars in many cases, however, are residents of countries other than the Republic of China.

FIELDS OF INTEREST OF FOREIGN FACULTY MEMBERS AND SCHOLARS—1964–1965



U.S. Institutions Reporting 100 or More Foreign Faculty Members and Scholars—1964-1965

Institution	Number 1964-1965	Number
University of California	554	669
Harvard University	486	423
University of Illinois	372	410
Massachusetts Institute of Technology	353	345
University of Wisconsin	321	237
Columbia University	235	193
Stanford University	220	142
University of Michigan	197	171
Cornell University	172	139
University of Chicago	160	142
New York University	158	176
Yale University	150	168
University of Washington	144	135
Washington University	137	104
University of Minnesota	132	116
Indiana University	128	92
Western Reserve University	114	102
Wayne State University	110	123
University of Texas	105	107
University of Pittsburgh	104	60
University of Southern California	101	42
Purdue University	101	68

Leading Host Countries to U.S. Students Abroad—1963-1964

Host Country	Number Reported 1963-1964	Number Reported
France	2,742	1,61[illegible]
Canada	2,496	2,368
Mexico	1,977	3,264
United Kingdom	1,736	1,635
Germany, Fed. Rep. of	1,695	[illegible]
Italy	975	[illegible]
Vatican City State	880	844
Philippines	830	344
Austria	803	410
Spain	674	1,085
Switzerland	672	767
Japan	615	713
Belgium	424	427

FOREIGN FACULTY MEMBERS AND SCHOLARS

Nearly 9,000 foreign scholars, researchers, professors, and other senior academic personnel were at American educational institutions this year, an increase of seven per cent over last year. They came from 108 countries, one more than last year.

The number of foreign academic personnel visiting the United States, it seems, is increasing rapidly. Ten years ago, for example, only 635 foreign faculty members were here; five years later, there were 1,636, nearly five times as many, and this year there were more than double the number here in 1960-61. By contrast, the number of foreign students has risen about two and one-half times—from 34,200 in 1954-55 to 82,000 this year.

As usual, the largest group of foreign academic personnel (40 per cent) was European, and the second largest (34 per cent) came from the Far East. The percentage of Europeans, however, shows a decline from 53 per cent 10 years ago, while Far Eastern scholars have increased from 20 per cent of the total 10 years ago to the current 34 per cent. The proportions of groups from other areas have changed only slightly in the past 10 years. In 1964-65, Latin American scholars made up eight per cent of the total; those from the Near and Middle East, seven per cent; from North America, four per cent; from Oceania, three per cent; and from Africa, two per cent.

The percentage of foreign scholars in the natural and physical sciences (40 per cent), although somewhat lower than last year, is still appreciably higher than the 31 per cent 10 years ago. The representation of scholars in the medical sciences, which reached a high five years ago of 25 per cent, declined this year to only 16 per cent. A similar decline of interest over the past decade—from 23 per cent to 16 per cent—is apparent in the humanities. Nine per cent of foreign scholars were teaching or working in the social sciences this year, and eight per cent in engineering.

The opportunity for American students to work with foreign scholars is steadily growing, not only because there are more foreign scholars at our institutions but also because they are affiliated with more institutions than ever before. In the past academic year they were at 614 institutions, more than double the 1960-61 figure of 304, and four times the 1954-55 figure of 155.

U.S. STUDENTS ABROAD

As has been stated, because of the difficulty of compiling statistics on American students abroad, these figures are for the academic year 1963-64. They should be considered representative of trends rather than accurate totals. Unquestionably a substantial number of U.S. students abroad were not reported to IIE. The number of U.S. students overseas increased by five per cent over 1962-63.

Just over half the 18,092 Americans abroad studied the humanities. The rest were scattered among the following disciplines: 2,782 in the social sciences (15 per cent), 2,368 in the medical sciences (13 per cent), and 1,532 (nearly nine per cent) in the physical and natural sciences. Courses in education, business administration, engineering, and agriculture were each the choice of less than two per cent of the U.S. students abroad.

The five favorite countries for American students were, as always, France (which regained first place, held by Mexico last year, with 2,742 Americans), Canada (2,496), Mexico (1,927), the United Kingdom (1,736), and the Federal Republic of Germany (1,693). Europe, as usual, drew the largest group (60 per cent) of students, North America 14 per cent, Latin America 12 per cent, and the Far East nine per cent. Token numbers were in the Near and Middle East, Africa, and Oceania. This proportion has held true for the last several years.

As with foreign students, U.S. students tend to cluster at a handful of institutions. The 46 foreign educational institutions reporting more than 100 U.S. students in attendance accounted for 13,233, or 73 per cent, of all Americans recorded as studying abroad.

U.S. FACULTY MEMBERS ABROAD

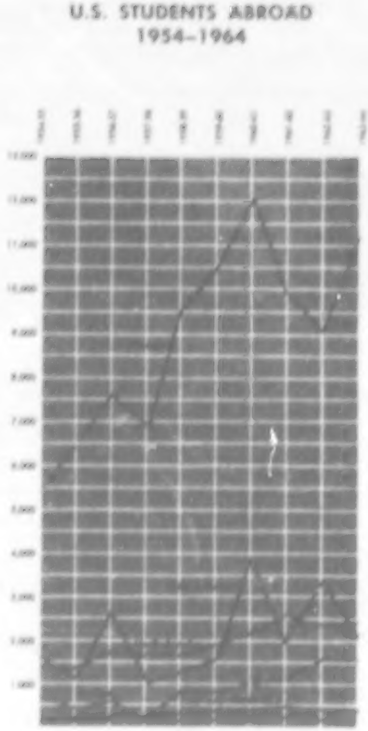
During the academic year 1964-65, 3,793 U.S. faculty members were abroad on educational assignment; this was a 13 per cent increase over last year. Five years ago, only 2,218 faculty members were abroad.

As has been the case for the past five years, American faculty members were most likely to go to Europe; half of them did this year. Over the past five years, the percentage of U.S. faculty members in Europe has varied between 54 per cent and 49 per cent.

Sixteen per cent were in the Far East, 11 per cent in Latin America, and eight per cent in the Near and Middle East. There has been only slight change in these figures over the past five years, with

FOREIGN INSTITUTIONS REPORTING MORE THAN 100 U.S. STUDENTS 1963–1964

Institution	Number Reported 1963-1964	Number Reported 1962-1963
University of the Americas, Mexico City	1,409	[illegible]
University of Paris	973	[illegible]
University of London	721	[illegible]
McGill University, Montreal	624	[illegible]
University of the Philippines	434	474
University of Madrid	375	198
Sophia University, Tokyo	432	361
University of Perugia	373	—
University of Aix-Marseilles	370	—
[illegible] University, [illegible]	[illegible]	[illegible]
University of Geneva	255	[illegible]
University of Bologna	[illegible]	[illegible]
University of Oxford	[illegible]	[illegible]
Catholic University of Louvain	209	219
University of Grenoble	192	230
[illegible] College, [illegible]	[illegible]	201
University of [illegible]	[illegible]	[illegible]
University of Vienna	175	[illegible]
University of Heidelberg	[illegible]	[illegible]
University of Toronto	[illegible]	[illegible]
University of Munich	[illegible]	[illegible]
Hebrew University of Jerusalem	[illegible]	[illegible]
University of Ottawa	[illegible]	[illegible]
University of [illegible]	[illegible]	—
American Medical Society, Vienna	148	146
University of Cambridge	137	141
University of [illegible]	[illegible]	[illegible]
Free University of Berlin	[illegible]	172
University of [illegible]	[illegible]	—
Academy of Music and Dramatic Art, Salzburg	[illegible]	—
American University of Beirut	128	136
St. Francis Xavier University, Antigonish, N.S.	128	121
Mount Saint Vincent College, Halifax, N.S.	127	15
University of Edinburgh	127	172
Catholic Institute of Paris	124	130
University of Innsbruck	121	—
University of [illegible]	120	—
University of Montpellier	113	90
St. Mary's University, Halifax, N.S.	109	97
Dalhousie University, Halifax, N.S.	107	96
University of Basle	107	[illegible]
University of Alberta	105	106
University of Fribourg	103	[illegible]
University of Montreal	103	[illegible]
University of Tübingen	102	78
University of Göttingen	101	66



The number of United States students in Oceania in 1954-55 was 83 and in 1963-64, 89.

[illegible]

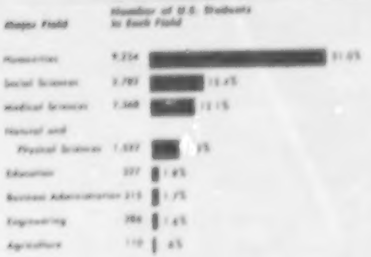
the exception of Africa. Five years ago, only five per cent of American faculty members abroad were there; the figure has now risen to 10 per cent.

As for their fields of interest, 29 per cent were in the humanities, 23 per cent in the social sciences, 21 per cent in the natural and physical sciences, eight per cent in education, six per cent in engineering, five per cent in the medical sciences, five per cent in agriculture, and two per cent in business administration.

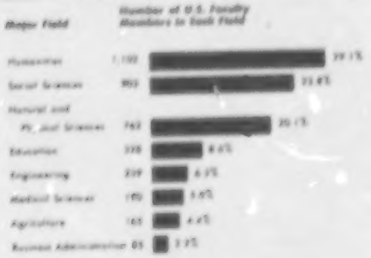
With the exception of a modest increase of two per cent in the natural and physical sciences, there has been little change in this pattern over the past five years.

CONDUCT OF THE SURVEYS

The data given in this report were gathered from four separate surveys undertaken by the Institute of International Education.



FIELDS OF STUDY
OF U.S. STUDENTS ABROAD
1963–1964



FIELDS OF INTEREST
OF U.S. FACULTY
MEMBERS ABROAD—1964–1965

For the census of foreign students in the United States, questionnaires were mailed in August 1964 to 2,556 colleges and universities. The questionnaire asked the name and home address of the student, year of birth, country of citizenship, type of visa, name of college or university attended, date of beginning college study in the United States, major field of study, academic status, and source of support.

The number of institutions responding was 2,293 (almost 90 per cent). Of these, a record number of 1,859 (81 per cent) reported foreign students and 434 (almost 19 per cent, the lowest yet) reported none. The names of the institutions surveyed were obtained from Part III (Higher Education) of the *Education Directory*, 1963–64, of the U. S. Office of Education; *Lovejoy's College Guide*, Seventh Edition; *Directory of Catholic Colleges and Schools in the U.S.*; reports of accrediting agencies; and past surveys of the Institute of International Education.

The survey of American students abroad during the academic year 1963–64 was conducted through a questionnaire sent to 1,720 foreign institutions of higher learning around the world. Of these institutions, 1,085 (63 per cent) replied but only 409 reported American students. The list of foreign institutions polled was compiled from the *Commonwealth Universities Yearbook*, edited by J. F. Foster, Association of Universities of the British Commonwealth, 1964, the *International Handbook of Universities*, edited by H. M. R. Keyes, the International Association of Universities, 1962; and the *Handbook on International Study: For U. S. Nationals*, Institute of International Education, 1965.

IIE surveyed 2,127 U.S. institutions of higher education in collecting data on U.S. faculty members abroad. It received positive replies from 580 and negative replies from 1,324, for a total response of 1,904 (90 per cent). The list of institutions polled was compiled from Part III (Higher Education) of the *Education Directory* issued by the U. S. Office of Education.

For the survey of foreign faculty members and scholars in the United States, IIE polled the same 2,127 institutions polled in the survey of U.S. faculty members abroad. It received 614 positive replies and 1,320 negative replies, for a total response of 1,934 (91 per cent).

TABLE I

FOREIGN STUDENTS: HOME COUNTRY, SEX, YEAR STUDIES IN U. S. BEGAN, FINANCIAL SUPPORT, ACADEMIC STATUS

HOME COUNTRY	TOTAL	SEX		YEAR STUDIES BEGAN IN U. S.						
		Male	Female	1964-65	1963	1962 & Before	No Answer	U.S. Govt	For. Govt	Self
TOTAL	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
AFRICA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Algeria	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Angola	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Basutoland	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Bechuanaland	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Burundi	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Cameroon	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Chad	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Congo (Brazzaville)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Congo (Leopoldville)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Dahomey	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Ethiopia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Gabon	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Gambia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Ghana	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Guinea	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Ivory Coast	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Kenya	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Liberia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Libya	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Madagascar	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Malawi	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Mali	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Mauritania	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Morocco	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Mozambique	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Niger	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Nigeria	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Portuguese Guinea	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Rhodesia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Rwanda	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Seychelles	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Sierra Leone	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Somalia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
South Africa	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Southwest Africa	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Sudan	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Swaziland	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Tanzania	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Togo	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Tunisia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Uganda	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
United Arab Republic	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Upper Volta	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Zambia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Africa*	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
EUROPE	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Austria	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Belgium	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Bulgaria	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Czechoslovakia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Denmark	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Estonia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Finland	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
France	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Germany, Fed. Rep. of	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Greece	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Hungary	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

*Country not specified.

FINANCIAL SUPPORT	
U.S. Coll. or Univ.	[illegible]
U.S. Coll. or Univ. & Private	[illegible]
U.S. Coll. or Univ. & U.S. Govt.	[illegible]
U.S. Coll. or Univ. & For. Govt.	[illegible]
Private	[illegible]
Private & For. Govt.	[illegible]
Private & U.S. Govt.	[illegible]
No Answer on Support	[illegible]
ACADEMIC STATUS	
Undergraduate	[illegible]
Graduate Working for Unspecified Degree or Graduate Working for No Degree	[illegible]
Graduate Working for Master's Degree	[illegible]
Graduate Working for Doctoral Degree	[illegible]
Special	[illegible]
No Answer	[illegible]

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TABLE I CONTINUED

FOREIGN STUDENTS: HOME COUNTRY, SEX, YEAR STUDIES IN U. S. BEGAN, FINANCIAL SUPPORT, ACADEMIC STATUS

		SEX		YEAR STUDIES BEGAN IN U. S.						
HOME COUNTRY	TOTAL	Male	Female	1964-65	1964	1963 & Before	No Answer	U.S. Govt.	For. Govt.	Self
Iceland	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Ireland	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Italy	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Latvia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Lithuania	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Luxembourg	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Malta	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Monaco	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Netherlands	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Norway	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Poland	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Portugal	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Rumania	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
San Marino	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Spain	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Sweden	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Switzerland	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
United Kingdom	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Yugoslavia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
U.S.S.R.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
FAR EAST	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Bhutan	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Brunei	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Burma	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Cambodia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Ceylon	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
China, Republic of	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
China, Unspecified[1]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Hong Kong	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
India	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Indonesia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Japan	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Korea	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Laos	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Macao	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Malaysia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Nepal	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Philippines	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Ryukyu Islands	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Sikkim	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Thailand	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Tibet	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Vietnam	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
LATIN AMERICA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Caribbean	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Bahama Islands	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Barbados	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
British West Indies	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Cuba[2]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Dominican Republic	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Guadeloupe	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Haiti	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Jamaica	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Leeward Islands	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Martinique	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Netherlands Antilles	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Trinidad	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Windward Islands	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

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[1] This category covers those whose country of citizenship was given as "China." These students, in some cases, however, are residents of countries other than the Republic of China.

[2] Many of these students are in the United States because of the existing political situation in Cuba.

FINANCIAL SUPPORT								ACADEMIC STATUS					
U.S. Coll. or Univ.	U.S. Coll. or Univ. & Private	U.S. Coll. or Univ. & U.S. Govt	U.S. Coll. or Univ. & For. Govt	Private	Private & For. Govt	Private & U.S. Govt	No Answer on Support	Undergraduate	Graduate Working for Unspecified Degree or Graduate Working for No Degree	Graduate Working for Master's Degree	Graduate Working for Doctoral Degree	Special	No Answer
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

TABLE 1 — CONTINUED

FOREIGN STUDENTS: HOME COUNTRY, SEX, YEAR STUDIES IN U. S. BEGAN, FINANCIAL SUPPORT, ACADEMIC STATUS

HOME COUNTRY	TOTAL	SEX		YEAR STUDIES BEGAN IN U. S.						
		Male	Female	1964-65	1963	1962 & Before	No Answer	U.S. Govt	For. Govt	Self
Central America	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
British Honduras	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Costa Rica	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
El Salvador	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Guatemala	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Honduras	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Nicaragua	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Panama	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Mexico	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
South America	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Argentina	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Bolivia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Brazil	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
British Guiana	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Chile	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Colombia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Ecuador	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Paraguay	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Peru	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Surinam	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Uruguay	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Venezuela	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
South America*	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NEAR AND MIDDLE EAST	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Aden	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Afghanistan	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Bahrein	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Cyprus	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Iran	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Iraq	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Israel	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Jordan	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Kuwait	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Lebanon	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Pakistan	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Qatar	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Saudi Arabia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Syria	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Trucial States	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Turkey	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Yemen	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NORTH AMERICA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Bermuda	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Canada	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
OCEANIA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Australia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Fiji	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
French Oceania	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
New Zealand	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Pacific Islands	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Tonga	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Western Samoa	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
STATELESS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

*Country not specified.

FINANCIAL SUPPORT	U.S. Gov't or Univ	[illegible]
	U.S. Gov't or Univ & Private	[illegible]
	U.S. Gov't or Univ & U.S. Govt	[illegible]
	U.S. Gov't or Univ & For. Govt	[illegible]
	Private	[illegible]
	Private & For. Govt	[illegible]
	Private & U.S. Govt	[illegible]
	No Answer on Support	[illegible]
ACADEMIC STATUS	Undergraduate	[illegible]
	Graduate Working for Unspecified Degree or Graduate Working for No Degree	[illegible]
	Graduate Working for Master's Degree	[illegible]
	Graduate Working for Doctoral Degree	[illegible]
	Special	[illegible]
	No Answer	[illegible]

TABLE 9

FOREIGN STUDENTS: FIELDS OF MAJOR INTEREST

HOME COUNTRY	TOTAL	Agriculture	Business Administration	Education	ENGINEERING							HUMANITIES						
					Chemical	Civil	Electrical	Industrial	Mechanical	Other	Total	Architecture	Creative Arts	Language and Literature	Liberal Arts	Theology	Other	Total
TOTAL	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
AFRICA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Algeria	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Angola	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Basutoland	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Bechuanaland	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Burundi	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Cameroon	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Chad	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Congo (Brazzaville)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Congo (Leopoldville)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Dahomey	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Ethiopia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Gabon	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Gambia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Ghana	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Guinea	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Ivory Coast	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Kenya	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Liberia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Libya	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Madagascar	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Malawi	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Mali	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Mauritius	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Morocco	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Mozambique	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Niger	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Nigeria	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Portuguese Guinea	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Rhodesia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Rwanda	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Seychelles	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Sierra Leone	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Somalia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
South Africa	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Southwest Africa	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Sudan	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Swaziland	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Tanzania	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Togo	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Tunisia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Uganda	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
United Arab Republic	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Upper Volta	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Zambia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Africa*	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
EUROPE	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Austria	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Belgium	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Bulgaria	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Czechoslovakia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Denmark	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Estonia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Finland	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
France	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Germany, Federal Republic of	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Greece	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Hungary	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Iceland	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Ireland	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

*Country not specified

MEDICAL SCIENCES	PHYSICAL AND NATURAL SCIENCES	SOCIAL SCIENCES
[illegible]	[illegible]	[illegible]

TABLE 5 CONTINUED

FOREIGN STUDENTS: FIELDS OF MAJOR INTEREST

HOME COUNTRY	TOTAL	Agriculture	Business Administration	Education	ENGINEERING: Chemical	Civil	Electrical	Industrial	Mechanical	Other	Total	HUMANITIES: Architecture	Creative Arts	Language and Literature	Liberal Arts	Theology	Other	Total
Italy	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Latvia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Lithuania	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Luxembourg	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Malta	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Monaco	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Netherlands	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Norway	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Poland	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Portugal	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Rumania	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
San Marino	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Spain	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Sweden	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Switzerland	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
United Kingdom	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Yugoslavia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
U.S.S.R.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
FAR EAST	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Bhutan	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Brunei	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Burma	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Cambodia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Ceylon	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
China, Republic of	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
China, Unspecified[1]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Hong Kong	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
India	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Indonesia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Japan	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Korea	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Laos	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Macao	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Malaysia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Nepal	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Philippines	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Ryukyu Islands	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Sikkim	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Thailand	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Tibet	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Vietnam	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
LATIN AMERICA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Caribbean	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Bahama Islands	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Barbados	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
British West Indies	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Cuba[2]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Dominican Republic	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Guadeloupe	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Haiti	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Jamaica	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Leeward Islands	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Martinique	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Netherlands Antilles	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Trinidad	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Windward Islands	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Central America	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
British Honduras	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[1] This category covers those whose country of citizenship was given as "China." These students in many cases, however, are residents of countries other than the Republic of China.

[2] Many of these students are in the United States because of the existing political situation in Cuba.

MEDICAL SCIENCES							PHYSICAL AND NATURAL SCIENCES						SOCIAL SCIENCES													
Dentistry	Medicine	Nursing	Pharmacy	Pre-Medicine	Other	Total	Biological Sciences	Chemistry	Geo Sciences	Mathematics	Physics	Total	Economics	History	Home Economics	International Relations	Law	Political Science	Psychology	Public Administration	Social Work	Sociology	Other	Total	All Other	No Answer
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

TABLE 1 CONTINUED

FOREIGN STUDENTS: FIELDS OF MAJOR INTEREST

HOME COUNTRY	TOTAL	Agriculture	Business Administration	Education	ENGINEERING Chemical	Civil	Electrical	Industrial	Mechanical	Other	Total	HUMANITIES Architecture	Creative Arts	Language and Literature	Liberal Arts	Theology	Other	Total
Costa Rica	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
El Salvador	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Guatemala	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Honduras	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Nicaragua	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Panama	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Mexico	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
South America	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Argentina	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Bolivia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Brazil	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
British Guiana	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Chile	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Colombia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Ecuador	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Paraguay	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Peru	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Surinam	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Uruguay	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Venezuela	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
South America*	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NEAR & MIDDLE EAST	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Aden	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Afghanistan	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Bahrain	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Cyprus	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Iran	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Iraq	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Israel	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Jordan	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Kuwait	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Lebanon	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Pakistan	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Qatar	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Saudi Arabia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Syria	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Trucial States	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Turkey	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Yemen	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NORTH AMERICA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Bermuda	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Canada	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
OCEANIA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Australia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Fiji	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
French Oceania	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
New Zealand	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Pacific Islands	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Tonga	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Western Samoa	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
STATELESS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

*Country not specified

MEDICAL SCIENCES							PHYSICAL AND NATURAL SCIENCES						SOCIAL SCIENCES												All Other	No Answer
Dentistry	Medicine	Nursing	Pharmacy	Pre-Medicine	Other	Total	Biological Sciences	Chemistry	Geo Sciences	Mathematics	Physics	Total	Economics	History	Home Economics	International Relations	Law	Political Science	Psychology	Public Administration	Social Work	Sociology	Other	Total		
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

17

TABLE [illegible]

FOREIGN STUDENTS: ACADEMIC STATUS BY FIELDS OF MAJOR INTEREST

HOME COUNTRY	TOTAL	AGRICULTURE				BUSINESS ADMINISTRATION				EDUCATION				ENGINEERING			
		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
TOTAL	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
AFRICA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Algeria	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Angola	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Basutoland	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Bechuanaland	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Burundi	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Cameroon	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Chad	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Congo (Brazzaville)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Congo (Leopoldville)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Dahomey	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Ethiopia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Gabon	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Gambia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Ghana	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Guinea	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Ivory Coast	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Kenya	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Liberia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Libya	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Malagasy	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Malawi	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Mali	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Mauritius	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Morocco	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Mozambique	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Niger	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Nigeria	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Portuguese Guinea	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Rhodesia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Rwanda	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Seychelles	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Sierra Leone	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Somalia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
South Africa	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Southwest Africa	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Sudan	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Swaziland	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Tanzania	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Togo	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Tunisia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Uganda	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
United Arab Republic	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Upper Volta	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Zambia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Africa*	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
EUROPE	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Austria	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Belgium	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Bulgaria	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Czechoslovakia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Denmark	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Estonia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Finland	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
France	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Germany, Federal Republic of	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Greece	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Hungary	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Iceland	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Ireland	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

*Country not specified

[illegible]

TABLE 10 CONTINUED

FOREIGN STUDENTS: ACADEMIC STATUS BY FIELDS OF MAJOR INTEREST

HOME COUNTRY	TOTAL	AGRICULTURE				BUSINESS ADMINISTRATION				EDUCATION				ENGINEERING			
		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Italy	[illegible]	—	2	—	2	30	12	2	44	17	7	3	27	[illegible]	32	8	87
Latvia	19	—	—	—	—	—	—	2	2	—	—	—	—	5	3	1	9
Lithuania	7	—	—	—	—	—	—	—	—	—	—	—	—	2	—	—	2
Luxembourg	7	—	—	—	—	—	—	—	—	—	—	—	—	1	1	—	2
Malta	4	—	1	—	1	1	—	—	1	—	—	—	—	—	—	—	—
Monaco	1	—	—	—	—	—	1	—	1	—	—	—	—	—	—	—	—
Netherlands	[illegible]	3	16	2	21	15	17	6	[illegible]	8	1	2	11	[illegible]	32	9	[illegible]
Norway	[illegible]	—	10	1	11	27	[illegible]	4	81	9	3	4	16	[illegible]	[illegible]	7	[illegible]
Poland	[illegible]	—	3	1	4	—	1	—	1	—	1	5	6	3	6	14	[illegible]
Portugal	[illegible]	2	1	—	3	8	2	—	10	1	—	1	2	[illegible]	5	6	27
Rumania	[illegible]	—	—	2	2	—	1	—	1	—	—	—	—	2	3	—	5
San Marino	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Spain	[illegible]	3	4	4	11	14	12	5	31	9	6	1	16	17	[illegible]	5	[illegible]
Sweden	[illegible]	2	1	2	5	10	11	10	31	5	2	2	9	5	8	1	13
Switzerland	275	—	1	—	1	11	12	8	32	4	4	1	9	4	[illegible]	1	[illegible]
United Kingdom	[illegible]	7	51	5	63	42	102	14	162	30	[illegible]	14	[illegible]	[illegible]	[illegible]	15	[illegible]
Yugoslavia	[illegible]	—	3	—	3	4	2	—	6	1	2	2	5	9	[illegible]	5	[illegible]
U.S.S.R.	[illegible]	—	—	—	—	—	1	—	1	—	—	—	—	—	1	3	4
FAR EAST	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Bhutan	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Brunei	4	1	—	—	1	1	—	—	1	—	—	—	—	—	—	—	—
Burma	[illegible]	—	4	—	4	6	5	—	11	3	1	—	4	16	16	2	[illegible]
Cambodia	[illegible]	[illegible]	3	12	[illegible]	6	1	—	7	4	1	1	6	[illegible]	4	3	[illegible]
Ceylon	[illegible]	—	6	—	6	—	1	—	1	1	3	—	4	[illegible]	6	—	[illegible]
China, Republic of	[illegible]	5	117	4	[illegible]	[illegible]	173	4	[illegible]	13	[illegible]	12	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
China, Unspecified*	[illegible]	5	[illegible]	2	[illegible]	[illegible]	[illegible]	4	[illegible]	14	[illegible]	2	47	[illegible]	[illegible]	[illegible]	[illegible]
Hong Kong	[illegible]	7	6	1	14	[illegible]	[illegible]	4	[illegible]	[illegible]	[illegible]	3	[illegible]	[illegible]	[illegible]	17	[illegible]
India	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Indonesia	[illegible]	[illegible]	[illegible]	3	[illegible]	14	[illegible]	[illegible]	[illegible]	9	[illegible]	11	[illegible]	[illegible]	[illegible]	11	[illegible]
Japan	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Korea	[illegible]	[illegible]	[illegible]	5	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	14	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Laos	[illegible]	—	1	—	1	1	—	—	1	9	—	9	[illegible]	[illegible]	[illegible]	—	[illegible]
Macao	[illegible]	—	—	—	—	1	—	—	1	—	—	—	—	[illegible]	1	—	[illegible]
Malaysia	[illegible]	4	8	—	12	[illegible]	8	5	[illegible]	13	[illegible]	8	[illegible]	[illegible]	[illegible]	3	[illegible]
Nepal	[illegible]	1	4	3	8	1	2	[illegible]	14	—	1	7	8	8	7	—	[illegible]
Philippines	2,473	8	[illegible]	3	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	19	[illegible]	[illegible]	[illegible]	12	[illegible]
Ryukyu Islands	[illegible]	—	1	1	2	12	17	1	30	3	11	2	16	5	6	1	12
Sikkim	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Thailand	[illegible]	13	[illegible]	6	[illegible]	[illegible]	43	12	[illegible]	[illegible]	[illegible]	9	[illegible]	[illegible]	[illegible]	8	[illegible]
Tibet	5	—	—	—	—	1	—	—	1	—	—	—	—	—	—	—	—
Vietnam	[illegible]	3	6	—	9	21	5	1	27	[illegible]	[illegible]	1	37	[illegible]	17	5	[illegible]
LATIN AMERICA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Caribbean	[illegible]	[illegible]	[illegible]	5	71	[illegible]	[illegible]	31	[illegible]	[illegible]	[illegible]	17	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Bahama Islands	112	1	—	—	1	15	1	—	16	8	—	—	8	6	—	1	7
Barbados	[illegible]	1	1	—	2	8	1	2	11	5	—	—	5	6	1	2	9
British West Indies	[illegible]	—	1	—	1	1	1	1	3	3	1	2	6	2	—	3	5
Cuba‡	[illegible]	12	6	—	18	141	13	13	167	51	12	7	[illegible]	[illegible]	[illegible]	15	[illegible]
Dominican Republic	214	4	—	1	5	18	5	5	27	4	—	1	5	21	7	4	32
Guadeloupe	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Haiti	[illegible]	—	—	1	1	13	—	—	13	4	1	2	7	[illegible]	8	2	[illegible]
Jamaica	[illegible]	15	11	—	[illegible]	[illegible]	5	5	[illegible]	[illegible]	19	4	[illegible]	[illegible]	16	[illegible]	[illegible]
Leeward Islands	[illegible]	2	—	—	2	9	1	3	12	3	—	—	3	2	—	2	4
Martinique	9	1	—	—	1	1	—	—	1	1	—	—	1	—	—	—	—
Netherlands Antilles	77	—	—	—	—	5	—	1	6	—	—	—	—	[illegible]	—	1	[illegible]
Trinidad	[illegible]	1	5	—	6	[illegible]	1	1	[illegible]	13	4	—	17	73	4	10	87
Windward Islands	[illegible]	3	—	3	6	2	—	—	2	4	1	1	6	5	2	1	8
Central America	[illegible]	[illegible]	[illegible]	6	[illegible]	[illegible]	12	[illegible]	[illegible]	[illegible]	[illegible]	5	[illegible]	[illegible]	41	14	[illegible]
British Honduras	[illegible]	3	—	—	3	5	—	—	5	—	—	—	—	2	—	2	4

*This category covers those whose country of citizenship was given as "China." These students in many cases, however, are residents of countries other than the Republic of China.

‡ Many of these students are in the United States because of the existing political situation in Cuba.

[illegible]

TABLE III CONTINUED

FOREIGN STUDENTS: ACADEMIC STATUS BY FIELDS OF MAJOR INTEREST

HOME COUNTRY	TOTAL	AGRICULTURE				BUSINESS ADMINISTRATION				EDUCATION				ENGINEERING			
		Under-graduate	Graduate	Other	Total	Under-graduate	Graduate	Other	Total	Under-graduate	Graduate	Other	Total	Under-graduate	Graduate	Other	Total
Costa Rica	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
El Salvador	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Guatemala	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Honduras	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Nicaragua	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Panama	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Mexico	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
South America	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Argentina	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Bolivia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Brazil	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
British Guiana	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Chile	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Colombia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Ecuador	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Paraguay	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Peru	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Surinam	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Uruguay	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Venezuela	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
South America*	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NEAR AND MIDDLE EAST	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Aden	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Afghanistan	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Bahrain	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Cyprus	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Iran	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Iraq	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Israel	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Jordan	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Kuwait	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Lebanon	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Pakistan	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Qatar	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Saudi Arabia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Syria	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Trucial States	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Turkey	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Yemen	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NORTH AMERICA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Bermuda	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Canada	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
OCEANIA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Australia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Fiji	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
French Oceania	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
New Zealand	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Pacific Islands	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Tonga	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Western Samoa	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
STATELESS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

* Country not specified

HUMANITIES				MEDICAL SCIENCES				PHYSICAL AND NATURAL SCIENCES				SOCIAL SCIENCES				ALL OTHER				NO COURSES
Under-graduate	Graduate	Other	Total	Under-graduate	Graduate	Other	Total	Under-graduate	Graduate	Other	Total	Under-graduate	Graduate	Other	Total	Under-graduate	Graduate	Other	Total	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

TABLE [illegible] FOREIGN SCHOLARS, U.S. FACULTY MEMBERS AND ADMINISTRATIVE STAFF:

COUNTRY	[illegible]		[illegible]		[illegible]		[illegible]		[illegible]		[illegible]		[illegible]		[illegible]		[illegible]	
	To U.S.	[illegible] U.S.	To U.S.	[illegible] U.S.	To U.S.	[illegible] U.S.	To U.S.	[illegible] U.S.	To U.S.	[illegible] U.S.	To U.S.	[illegible] U.S.	To U.S.	[illegible] U.S.	To U.S.	[illegible] U.S.	To U.S.	[illegible] U.S.
TOTAL	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
AFRICA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Algeria	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Cameroon	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Congo (Leopoldville)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Ethiopia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Ghana	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Guinea	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Ivory Coast	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Kenya	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Liberia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Libya	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Madagascar	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Malawi	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Mali	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Mauritius	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Morocco	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Nigeria	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Rhodesia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
St. Helena	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Senegal	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Sierra Leone	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Somalia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
South Africa	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Sudan	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Tanzania	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Togo	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Tunisia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Uganda	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
United Arab Republic	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Zambia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Africa	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
ANTARCTICA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
EUROPE	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Austria	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Belgium	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Bulgaria	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Czechoslovakia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Denmark	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Finland	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
France	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Germany, Fed. Repub. of	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Greece	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Hungary	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Iceland	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Ireland	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Italy	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Latvia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Lithuania	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Luxembourg	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Netherlands	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Norway	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Poland	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Portugal	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Rumania	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Spain	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Sweden	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Switzerland	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
United Kingdom	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Vatican City State	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Yugoslavia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Europe	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
U.S.S.R.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
FAR EAST	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Burma	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Cambodia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Ceylon	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
China, Republic of	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
*China (Unspecified)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Hong Kong	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
India	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Indonesia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Japan	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

*These scholars gave "China" as their country of citizenship but in many cases are residents of other countries.

[illegible] Fields of major interest of 112 foreign scholars were not specified.

[illegible] Fields of major interest of 18 U.S. faculty members and administrative staff members abroad were not specified.

HOME COUNTRY OR COUNTRY OF ASSIGNMENT, FIELDS OF MAJOR INTEREST

COUNTRY	Total To U.S.	Total From U.S.	Agriculture To U.S.	Agriculture From U.S.	Business Administration To U.S.	Business Administration From U.S.	Education To U.S.	Education From U.S.	Engineering To U.S.	Engineering From U.S.	Humanities To U.S.	Humanities From U.S.	Medical Sciences To U.S.	Medical Sciences From U.S.	Natural and Physical Sciences To U.S.	Natural and Physical Sciences From U.S.	Social Sciences To U.S.	Social Sciences From U.S.
Korea	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Laos	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Malaysia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Nepal	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Philippines	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Ryukyu Islands	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Thailand	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Tibet	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Vietnam	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Far East	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
LATIN AMERICA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Caribbean, Total	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Bahama Islands	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
British West Indies	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Cuba	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Dominican Republic	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Haiti	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Jamaica	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Netherlands Antilles	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Trinidad	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Windward Islands	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Caribbean	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Central America, Total	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
British Honduras	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Costa Rica	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
El Salvador	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Guatemala	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Nicaragua	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Panama	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Mexico	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
South America, Total	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Argentina	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Bolivia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Brazil	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
British Guiana	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Chile	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Colombia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Ecuador	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
French Guiana	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Paraguay	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Peru	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Surinam	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Uruguay	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Venezuela	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
South America	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NEAR AND MIDDLE EAST	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Afghanistan	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Cyprus	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Iran	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Iraq	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Israel	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Jordan	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Lebanon	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Pakistan	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Saudi Arabia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Syria	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Turkey	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NORTH AMERICA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Bermuda	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Canada	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
OCEANIA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Australia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
French Oceania	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
New Guinea	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
New Zealand	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Pacific Islands	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Oceania	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
GENERAL ASSIGNMENT	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
STATELESS	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

TABLE V U.S. STUDENTS ABROAD: FIELDS OF MAJOR INTEREST

HOST COUNTRY	TOTAL	Agriculture	Business Administration	Education	Engineering	HUMANITIES Architecture	Creative Arts	Language and Literature	Philosophy	Theology	Other	Total
TOTAL	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
AFRICA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Congo (Léopoldville)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Ethiopia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Ghana	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Liberia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Kenya	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Nigeria	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Rhodesia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Senegal	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Sierra Leone	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
South Africa, Republic of	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Sudan	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Uganda	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
United Arab Republic	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
EUROPE	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Austria	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Belgium	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Denmark	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Finland	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
France	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Germany, Fed. Rep. of	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Greece	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Iceland	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Ireland	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Italy	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Luxembourg	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Netherlands	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Norway	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Poland	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Portugal	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Rumania	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Spain	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Sweden	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Switzerland	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
United Kingdom	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Vatican City State	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Yugoslavia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
U.S.S.R.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
FAR EAST	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
China, Republic of	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Hong Kong	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
India	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Indonesia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Japan	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Korea	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Malaysia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Nepal	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Philippines	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
LATIN AMERICA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Argentina	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Bolivia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Brazil	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Chile	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Colombia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Costa Rica	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Dominican Republic	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Ecuador	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Guatemala	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Jamaica	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Mexico	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Nicaragua	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Panama	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Peru	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Venezuela	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

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* Includes those students whose particular field of interest was not specifically defined
† Includes dentistry, nursing, pharmacy, pre-medicine, and veterinary medicine

MEDICAL SCIENCES				SOCIAL STUDIES										
Medicine	Other¹	Total	Physical and Natural Sciences	Economics	History	International Relations	Law	Political Science	Psychology	Social Work	Sociology	Other²	Total	All Other
[illegible]	488	[illegible]	[illegible]	[illegible]	[illegible]	397	227	[illegible]	279	[illegible]	[illegible]	430	[illegible]	[illegible]
2	—	2	14	13	7	—	3	6	1	1	3	5	41	20

TABLE V U.S. STUDENTS ABROAD: FIELDS OF MAJOR INTEREST continued

HOST COUNTRY	TOTAL	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]						
		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NEAR AND MIDDLE EAST	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Iraq	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Israel	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Lebanon	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Pakistan	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Turkey	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
NORTH AMERICA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Canada	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
OCEANIA	[illegible]	—	—	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Australia	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
New Zealand	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

*Includes those students whose particular field of interest was not specifically defined

†Includes dentistry, nursing, pharmacy, pre-medicine, and veterinary medicine

TABLE VI

U. S. INSTITUTIONS REPORTING FOREIGN SCHOLARS, U. S. FACULTY MEMBERS ABROAD, AND FOREIGN STUDENTS

The information given below represents the results of three separate surveys. The figures on foreign scholars visiting U. S. colleges and universities and on U. S. faculty members abroad resulted from a survey of 1,127 institutions (see page [illegible]), while data on foreign students were obtained from a survey made of 2,556 institutions (see page [illegible]). Undergraduate and graduate students are indicated in columns U and G. Those indicated in O include "special" students and those who did not answer the question concerning academic status. (A "special" student is one who is nonmatriculated, is not working for a degree and, therefore, receives no credit for the courses taken.) The total of these three categories is indicated in column T.

	FOREIGN SCHOLARS	U.S. FACULTY	STUDENTS U	G	O	T
TOTAL	8,993	3,793	38,156	35,186	8,703	82,045

	FOREIGN SCHOLARS	U.S. FACULTY	STUDENTS U	G	O	T
ALABAMA	[illegible]	[illegible]	251	128	27	406
Alabama A. & M. Coll., Normal	[illegible]	[illegible]	[illegible]			[illegible]
Alabama Coll., Montevallo			[illegible]			[illegible]
Alabama, Univ. of (Total)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Birmingham Campus	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
University Campus	[illegible]		[illegible]	[illegible]	[illegible]	[illegible]
Auburn Univ., Auburn	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Birmingham Southern Coll., Birmingham		[illegible]	[illegible]			[illegible]
Florence State Coll., Florence			[illegible]			[illegible]
Howard Coll., Birmingham		[illegible]	[illegible]			[illegible]
Huntingdon Coll., Montgomery			[illegible]		[illegible]	[illegible]
Jacksonville State Coll., Jacksonville			[illegible]		[illegible]	[illegible]
Judson Coll., Marion			[illegible]			[illegible]
Marion Inst., Marion	[illegible]	[illegible]	[illegible]			[illegible]
Miles Coll., Birmingham	[illegible]	[illegible]	[illegible]			[illegible]
Oakwood Coll., Huntsville			[illegible]			[illegible]
Sacred Heart Coll., Cullman			[illegible]	[illegible]		[illegible]
St. Bernard Coll., St. Bernard		[illegible]	[illegible]			[illegible]
Snead Jr. Coll., Boaz			[illegible]			[illegible]
Southeastern Bible Coll., Birmingham			[illegible]			[illegible]
Spring Hill Coll., Mobile			[illegible]			[illegible]
Stillman Coll., Tuscaloosa			[illegible]			[illegible]
Talladega Coll., Talladega	[illegible]		[illegible]			[illegible]
Troy State Coll., Troy			[illegible]			[illegible]
Tuskegee Inst., Tuskegee Institute	13	9	74	18	[illegible]	[illegible]
ALASKA	[illegible]	18	[illegible]	11	3	[illegible]
Alaska Methodist Univ., Anchorage	[illegible]		[illegible]		[illegible]	[illegible]
Alaska, Univ. of, College	[illegible]	18	[illegible]	11	[illegible]	[illegible]
ARIZONA	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
American Inst. for Foreign Trade, The, Phoenix				[illegible]		[illegible]
Arizona State Coll., Flagstaff	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
Arizona State Univ., Tempe	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Arizona, Univ. of, Tucson	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Eastern Arizona Jr. Coll., Thatcher			[illegible]			[illegible]
Grand Canyon Coll., Phoenix			[illegible]			[illegible]
ARKANSAS	[illegible]	[illegible]	116	[illegible]	19	[illegible]
A. M. & N. Coll., Pine Bluff			[illegible]			[illegible]
Arkansas A. & M. Coll., College Heights			[illegible]			[illegible]
Arkansas Polytechnic Coll., Russellville		[illegible]	[illegible]			[illegible]
Arkansas State Coll., Jonesboro			[illegible]			[illegible]
Arkansas State Teachers Coll., Conway			[illegible]			[illegible]
Arkansas, Univ. of (Total)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Fayetteville Campus	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Little Rock Campus			[illegible]	[illegible]		[illegible]
Harding Coll., Searcy			[illegible]			[illegible]
Henderson State Teachers Coll., Arkadelphia			[illegible]			[illegible]
Hendrix Coll., Conway			[illegible]			[illegible]
John Brown Univ., Siloam Springs			[illegible]			[illegible]
Little Rock Univ., Little Rock			[illegible]			[illegible]
Ouachita Baptist Coll., Arkadelphia			[illegible]			[illegible]
Ozarks, Coll. of the, Clarksville	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Philander Smith Coll., Little Rock	[illegible]		[illegible]			[illegible]
Shorter Coll., North Little Rock			[illegible]			[illegible]
Southern Baptist Coll., Walnut Ridge			[illegible]			[illegible]
Southern State Coll., Magnolia			[illegible]		[illegible]	[illegible]
CALIFORNIA	1,043	475	[illegible]	[illegible]	[illegible]	[illegible]
Allan Hancock Coll., Santa Maria		[illegible]	[illegible]		[illegible]	[illegible]
Ambassador Coll., Pasadena			[illegible]		[illegible]	[illegible]
American River Jr. Coll., Sacramento			[illegible]			[illegible]
Armstrong Coll., Berkeley			[illegible]	[illegible]		[illegible]
Art Center Sch., The, Los Angeles			[illegible]		[illegible]	[illegible]
Azusa Coll., Azusa			[illegible]		[illegible]	[illegible]
Bakersfield Coll., Bakersfield		[illegible]	[illegible]			[illegible]
Berkeley Baptist Divinity Sch., Berkeley			[illegible]	[illegible]		[illegible]
Bethany Bible Coll., Santa Cruz			[illegible]		[illegible]	[illegible]
Biola Inst. of Los Angeles, Inc. (Total)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Biola Coll., La Mirada	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]
Biola Sch. of Missionary Medicine, Los Angeles			[illegible]			[illegible]
Talbot Theo. Sem., La Mirada				[illegible]		[illegible]
Brooks Inst. of Photography, Santa Barbara			[illegible]		[illegible]	[illegible]
California Baptist Coll., Riverside	[illegible]	[illegible]	[illegible]			[illegible]
California Baptist Theo. Sem., Covina				[illegible]	[illegible]	[illegible]
California Coll. of Arts and Crafts, Oakland		[illegible]	[illegible]		[illegible]	[illegible]
California Coll. of Medicine, Los Angeles	[illegible]			[illegible]		[illegible]
California Hosp. Sch. of Nursing, Los Angeles			[illegible]			[illegible]
California Inst. of Technology, Pasadena	[illegible]	23	15	[illegible]	[illegible]	[illegible]
California Lutheran Coll., Thousand Oaks		[illegible]	[illegible]			[illegible]
California Podiatry Coll., San Francisco				[illegible]		[illegible]
California State Colls., The (Total)	[illegible]	73	[illegible]	[illegible]	[illegible]	[illegible]
California State Coll. at Fullerton	[illegible]		23	[illegible]		[illegible]

	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
California State Coll. at Hayward	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
California State Coll. at Long Beach	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
California State Coll. at Los Angeles			[illegible]	[illegible]	[illegible]	[illegible]
California State Polytechnic Coll., Kellogg-Voorhis Campus			[illegible]	[illegible]		[illegible]
California State Polytechnic Coll., San Luis Obispo			[illegible]	[illegible]	[illegible]	[illegible]
Chico State Coll., Chico			[illegible]	[illegible]	[illegible]	[illegible]
Fresno State Coll., Fresno	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
Humboldt State Coll., Arcata	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
Sacramento State Coll., Sacramento	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
San Diego State Coll., San Diego	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
San Fernando Valley State Coll., Northridge	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
San Francisco State Coll., San Francisco			[illegible]	[illegible]	[illegible]	[illegible]
San Jose State Coll., San Jose	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
Sonoma State Coll., Rohnert Park		[illegible]	[illegible]			[illegible]
Stanislaus State Coll., Turlock			[illegible]			[illegible]
California Univ. of (Total)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Berkeley Campus	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Davis Campus	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
Los Angeles Campus	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Riverside Campus	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
San Diego Campus	[illegible]	[illegible]		[illegible]		[illegible]
San Francisco Campus	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Santa Barbara Campus	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
California Western Univ., San Diego	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Cerritos Coll., Norwalk			[illegible]			[illegible]
Chabot Coll., San Leandro			[illegible]			[illegible]
Chaffey Coll., Alta Loma			[illegible]		[illegible]	[illegible]
Chapman Coll., Orange			[illegible]	[illegible]	[illegible]	[illegible]
Christian Science Benevolent Ass'n. Sch. of Nursing, San Francisco					[illegible]	[illegible]
Church Divinity Sch. of the Pacific, Berkeley			[illegible]	[illegible]	[illegible]	[illegible]
Citrus Jr. Coll., Azusa			[illegible]			[illegible]
City Coll. of San Francisco, San Francisco			[illegible]		[illegible]	[illegible]
Claremont Graduate Sch., Claremont				[illegible]	[illegible]	[illegible]
Claremont Men's Coll., Claremont	[illegible]		[illegible]			[illegible]
Claretville Theo. Sem., Calabasas			[illegible]			[illegible]
Coalinga Coll., Coalinga			[illegible]			[illegible]
Columbia Coll., Los Angeles			[illegible]	[illegible]		[illegible]
Compton Coll., Compton			[illegible]	[illegible]	[illegible]	[illegible]
Contra Costa Coll., San Pablo			[illegible]	[illegible]	[illegible]	[illegible]
Desert, Coll. of the, Palm Desert			[illegible]			[illegible]
Diablo Valley Coll., Concord		[illegible]	[illegible]		[illegible]	[illegible]
Dominican Coll. of San Rafael, San Rafael			[illegible]			[illegible]
East Los Angeles Coll., Los Angeles			[illegible]	[illegible]	[illegible]	[illegible]
El Camino Coll., El Camino College			[illegible]	[illegible]	[illegible]	[illegible]
Electronic Tech. Inst., San Diego			[illegible]			[illegible]
Fresno City Coll., Fresno			[illegible]			[illegible]
Fuller Theo. Sem., Pasadena		[illegible]	[illegible]	[illegible]		[illegible]
Fullerton Jr. Coll., Fullerton			[illegible]			[illegible]
Gavilan Coll., Gilroy			[illegible]			[illegible]
Glendale Coll., Glendale			[illegible]	[illegible]		[illegible]
Glendale Sanitarium & Hosp. Sch. of Nursing, Glendale			[illegible]			[illegible]
Golden Gate Baptist Theo. Sem., Mill Valley		[illegible]	[illegible]	[illegible]		[illegible]
Golden Gate Coll., San Francisco			[illegible]	[illegible]	[illegible]	[illegible]
Grace Hall Secretarial Coll., San Francisco			[illegible]		[illegible]	[illegible]
Grossmont Coll., El Cajon		[illegible]	[illegible]			[illegible]
Hartnell Coll., Salinas			[illegible]	[illegible]	[illegible]	[illegible]
Harvey Mudd Coll., Claremont			[illegible]		[illegible]	[illegible]
[illegible] Bus. Coll., Oakland			[illegible]			[illegible]
Heald Bus. Coll., San Jose			[illegible]			[illegible]
Holy Names, Coll. of the, Oakland		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Humphreys Coll., Stockton			[illegible]		[illegible]	[illegible]
Immaculate Heart Coll., Los Angeles			[illegible]	[illegible]	[illegible]	[illegible]
Imperial Valley Coll., Imperial			[illegible]			[illegible]
Judaism, Univ. of, Los Angeles			[illegible]	[illegible]	[illegible]	[illegible]
Kaiser Foundation Rehabilitation Center, Vallejo				[illegible]	[illegible]	[illegible]
La Sierra Coll., Arlington			[illegible]	[illegible]		[illegible]
Lassen Jr. Coll., Susanville			[illegible]			[illegible]
La Verne Coll., La Verne		[illegible]	[illegible]	[illegible]		[illegible]
L.I.F.E. Bible Coll., Los Angeles			[illegible]			[illegible]
Lincoln Univ., San Francisco			[illegible]	[illegible]		[illegible]
Loma Linda Univ. (Total)		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Loma Linda Campus		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Los Angeles Campus			[illegible]	[illegible]	[illegible]	[illegible]
Long Beach City Coll., Long Beach			[illegible]	[illegible]	[illegible]	[illegible]
Los Angeles City Coll., Los Angeles	[illegible]	[illegible]	[illegible]			[illegible]
Los Angeles Coll. of Chiropractic, Glendale			[illegible]	[illegible]		[illegible]
Los Angeles Harbor Coll., Wilmington		[illegible]	[illegible]			[illegible]
Los Angeles Pacific Coll., Los Angeles		[illegible]	[illegible]		[illegible]	[illegible]
Los Angeles Trade-Tech. Coll., Los Angeles			[illegible]			[illegible]
Los Angeles Valley Coll., Van Nuys		[illegible]	[illegible]	[illegible]		[illegible]
Loyola Univ. of Los Angeles, Los Angeles	[illegible]	[illegible]	[illegible]			[illegible]
Marin, Coll. of, Kentfield			[illegible]			[illegible]
Marymount Coll., Palos Verdes Estates	[illegible]		[illegible]			[illegible]
Menlo Coll., Menlo Park			[illegible]			[illegible]
Mennonite Brethren Biblical Sem., Fresno			[illegible]	[illegible]	[illegible]	[illegible]
Mills Coll., Oakland	[illegible]		[illegible]	[illegible]	[illegible]	[illegible]
Modesto Jr. Coll., Modesto			[illegible]	[illegible]	[illegible]	[illegible]
Monterey Inst. of Foreign Studies, Monterey	[illegible]			[illegible]		[illegible]
Monterey Peninsula Coll., Monterey			[illegible]	[illegible]	[illegible]	[illegible]
Mt. St. Mary's Coll., Los Angeles		[illegible]	[illegible]	[illegible]		[illegible]
Mt. San Antonio Coll., Walnut		[illegible]	[illegible]			[illegible]
Napa Coll., Napa			[illegible]			[illegible]
National Tech. Schs., Los Angeles					[illegible]	[illegible]
Northrop Inst. of Technology, Inglewood			[illegible]	[illegible]	[illegible]	[illegible]
Notre Dame, Coll. of, Belmont			[illegible]			[illegible]
Occidental Coll., Los Angeles	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Oceanside-Carlsbad Coll., Oceanside						[illegible]
Orange Coast Coll., Costa Mesa			[illegible]		[illegible]	[illegible]
Otis Art Inst. of Los Angeles County, Los Angeles			[illegible]		[illegible]	[illegible]
Our Lady of Mercy, Coll. of, Burlingame		[illegible]	[illegible]			[illegible]
Pacific Christian Coll., Long Beach			[illegible]		[illegible]	[illegible]
Pacific Coll., Fresno	[illegible]		[illegible]			[illegible]
Pacific Lutheran Theo. Sem., Berkeley		[illegible]		[illegible]		[illegible]
Pacific Oaks Coll., Pasadena				[illegible]	[illegible]	[illegible]
Pacific Sch. of Religion, Berkeley				[illegible]	[illegible]	[illegible]
Pacific Union Coll., Angwin		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Pacific, Univ. of the (Total)	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
San Francisco Campus				[illegible]		[illegible]
Stockton Campus	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]

	[illegible]	[illegible]	[illegible]	[illegible]		
				[illegible]	[illegible]	T
Palomar Coll., San Marcos		1	5			6
Palo Verde Coll., Blythe			7			7
Paradise Valley Hosp. Sch. of Nursing, National City			6			6
Pasadena City Coll., Pasadena		1	170	1	4	175
Pasadena Coll., Pasadena			10	4	2	16
Pasadena Playhouse Coll. of Theatre Arts, Pasadena			3			3
Pepperdine Coll., Los Angeles		4	60	7	3	84
Peralta Colls., The (Total)			138			138
Laney Coll., Oakland			27			27
Merritt Coll., Oakland			108			108
Pomona Coll., Claremont	2	8	11	1	2	14
Porterville Coll., Porterville			6		1	7
Redlands, Univ. of, Redlands	1	2	[illegible]	3		13
Reedley Coll., Reedley			16			16
Riverside City Coll., Riverside			13	1	1	16
Sacramento City Coll., Sacramento			60			60
St. Albert's Coll., Oakland					3	3
St. John's Coll. & Sem., Camarillo			4	1		5
St. Joseph Coll. at Orange, Orange			1			1
St. Margaret's House, Berkeley		1		3	3	6
St. Mary's Coll. of California, St. Mary's College	1	3	7			7
St. Patrick's Sem., Menlo Park	1	3				
San Bernardino Valley Coll., San Bernardino			19			19
San Diego Coll. for Women, San Diego		1	34	4		38
San Diego Jr. Coll., San Diego			25			25
San Francisco Coll. for Women, San Francisco		1	28	1	3	32
San Francisco Conservatory of Music, San Francisco			5			5
San Francisco Theo. Sem., San Anselmo		1	2	8	5	15
San Francisco, Univ. of, San Francisco	2	9	184	22	13	219
San Joaquin Delta Coll., Stockton			57	1	5	63
San Jose City Coll., San Jose			80			80
San Mateo, Coll. of, San Mateo		3	117	3	3	123
Santa Ana Coll., Santa Ana			20			20
Santa Clara, Univ. of, Santa Clara			88			88
Santa Monica City Coll., Santa Monica		2				
Santa Rosa Jr. Coll., Santa Rosa		3	8			8
Scripps Coll., Claremont			3			3
Sequoias, Coll. of the, Visalia			22			22
Shasta Coll., Redding			14	2		16
Sierra Coll., Rocklin			4			4
Simpson Bible Coll., San Francisco			10	1		11
Siskiyous, Coll. of the, Weed			1			1
Southern California Coll., Costa Mesa			7			7
Southern California Sch. of Theo., Claremont	3	1				
Southern California, Univ. of, Los Angeles	101	28	324	887	76	1,287
Stanford Univ., Palo Alto	220	51	90	580	53	709
Starr King Sch. for the Ministry, Berkeley				1		1
Taft Coll., Taft			2			2
U. S. Naval Postgraduate Sch., Monterey	4	2	10	18	34	61
Upland Coll., Upland	1	1	9			9
Vallejo Jr. Coll., Vallejo		1	24			24
Ventura Coll., Ventura		1	4			4
Victor Valley Coll., Victorville			1			
Westmont Coll., Santa Barbara	1		6			6
Whittier Coll., Whittier		1	41	4	9	54
Woodbury Coll., Los Angeles			300		1	300
Yuba Coll., Marysville			19			19
[illegible] Sch. for Medical Secretaries, San Francisco					3	3
COLORADO	69	61	512	[illegible]	[illegible]	[illegible]
Adams State Coll., Alamosa			17			17
Colorado Coll., Colorado Springs	1	2	11	1	8	19
Colorado Sch. of Mines, Golden		1	48	59	6	113
Colorado State Coll., Greeley			13	31	1	45
Colorado State Univ., Fort Collins	5	9	64	162	4	230
Colorado, Univ. of, Boulder Campus	40	16	182	163	10	355
Colorado Woman's Coll., Denver	2	3	12			12
Conservative Baptist Theo. Sem., Denver				6	4	10
Denver, Univ. of, Denver	1	5	101	50	10	161
Fort Lewis Coll., Durango	1		6			6
Iliff Sch. of Theology, Denver				7		7
Lamar Jr. Coll., Lamar			3		1	4
Loretto Heights Coll., Loretto	1	1	10		1	11
Mesa Coll., Grand Junction			19			19
Otero Jr. Coll., La Junta			22			22
[illegible] Bible Coll., Colorado Springs			2			2
Regis Coll., Denver			8			8
Southern Colorado State Coll., Pueblo	3		6			6
Trinidad State Jr. Coll., Trinidad	1		10			10
U. S. Air Force Acad., Colorado Springs	7	1	8			8
Western State Coll. of Colorado, Gunnison			3	3		6
CONNECTICUT	101	87	319	[illegible]	[illegible]	[illegible]
Albertus Magnus Coll., New Haven			2		2	4
Annhurst Coll., Putnam	1		13	1	13	27
Berkeley Divinity Sch., New Haven		1		3		3
Bridgeport Engineering Inst., Bridgeport			1			1
Bridgeport, Univ. of, Bridgeport	1	2	29	3	2	34
Central Connecticut State Coll., New Britain	3		6			6
Connecticut Coll., New London	1	1	8	1	7	16
Connecticut, Univ. of, Storrs	17	10	34	80	6	120
Danbury State Coll., Danbury		1	1			1
Fairfield Univ., Fairfield			8			8
Hartford Sem. Foundation, Hartford	2	6		13	1	14
Hartford, Univ. of, Hartford		1	21			21
Holy Apostles Sem., Cromwell			6			6
Holy Family Sem., West Hartford			13			13
Holy Ghost Fathers Novitiate, Ridgefield					11	11
Meriden Hosp. Sch. of Nursing, Meriden			1			1
Mitchell Coll., New London	1		1			1
Mt. Sacred Heart Coll., Hamden			2			2
New Haven Coll., West Haven			8			8
Norwalk Community Coll., South Norwalk			1			1
Norwalk Hosp. Sch. of Nursing, Norwalk			1			1
Post Jr. Coll., Waterbury			1			1
Quinnipiac Coll., Hamden			2			2
St. Francis Hosp. Sch. of Nursing, Hartford				2		2
St. Joseph Coll., West Hartford			6	1		7
St. Vincent's Hosp. Sch. of Nursing, Bridgeport					2	2
Seat of Wisdom Coll., Litchfield			7			7
Southern Connecticut State Coll., New Haven	1	2	20			20
Trinity Coll., Hartford	2	3	10	3	1	14
U. S. Coast Guard Acad., New London		1				
Ward Tech. Inst., Hartford			2		1	3
Wesleyan Univ., Middletown	12	12	6	9	14	29
Yale Univ., New Haven	130	69	107	514	31	652

	FOREIGN SCHOLARS	U.S. FACULTY	STUDENTS			
			U	G	O	T
DELAWARE	9	3	30	101	4	135
Delaware State Coll., Dover			5			5
Delaware, Univ. of, Newark	6	3	19	101	4	124
Goldey Beacom Sch. of Bus., Wilmington			2			2
Wesley Coll., Dover			4			4
DISTRICT OF COLUMBIA	136	50	1,600	1,130	363	3,097
American Univ.	16	15	72	157	87	316
Augustinian Coll.			2	6	4	12
Capitol Inst. of Technology			16		3	19
Capuchin Coll.				3		3
Catholic Univ. of America	19	7	134	295	53	482
District of Columbia Teachers Coll.		1	17		1	18
Dunbarton Coll. of Holy Cross	4		14		1	15
Gallaudet Coll.			28	2		30
George Washington Univ.	3	2	141	149	73	363
Georgetown Univ.	74	21	150	154	78	382
Holy Cross Coll.				10		10
Holy Cross Foreign Mission Sem.				2		2
Holy Name Coll.			1			1
Howard Univ.	53	9	897	336	23	1,256
Immaculata Jr. Coll.			20			20
Immaculate Conception, Coll. of the			1	3	1	5
Marjorie Webster Jr. Coll.			1		5	6
Mount Vernon Jr. Coll.			4			4
St. Joseph's Sem. of Washington				2		2
St. Paul's Coll.			3	5		8
Sch. of Advanced International Studies (Johns Hopkins Univ.)				16		16
Southeastern Univ.			59	4		63
Strayer Jr. Coll. of Finance			10		4	14
Trinity Coll.			19		1	20
U.S. Dep't of Agriculture Graduate Sch.			1		34	35
Washington Bible Coll.			3		1	4
Washington Sch. for Secretaries			1			1
Wesley Theo. Sem.				2	2	4
FLORIDA	167	40	796	301	64	1,161
Barry Coll., Miami			34			34
Bethune-Cookman Coll., Daytona Beach			5			5
Brevard Jr. Coll., Cocoa			1			1
Central Florida Jr. Coll., Ocala		1	7			7
Charron-Williams Commercial Coll., Miami			19	1		20
Duval Medical Center, Jacksonville			4		7	11
Elsie Frank Sch. of Art, Tampa					2	2
Embry-Riddle Aeronautical Inst., Miami			16		6	22
Florida A. & M. Univ., Tallahassee			8			8
Florida Coll. of Medical Technology, Miami			1			1
Florida Memorial Coll., St. Augustine	4		3			3
Florida Southern Coll., Lakeland	1					
Florida State Univ., Tallahassee	36	6	33	110	4	147
Florida, Univ. of, Gainesville	57	29	180	248	8	436
Jacksonville Univ., Jacksonville			10	1		11
Jones Bus. Coll., Jacksonville			7		1	8
Jr. Coll. of Broward County, Fort Lauderdale			4	1		5
Lake City Jr. Coll., Lake City			2			2
Manatee Jr. Coll., Bradenton			2			2
Miami-Dade Jr. Coll., Miami			86		5	91
Miami, Univ. of, Coral Gables	46	7	200	18	7	225
North Florida Jr. Coll., Madison					1	1
Palm Beach Jr. Coll., Lake Worth			2		1	3
Pensacola Jr. Coll., Pensacola			2		1	3
Ringling Sch. of Art, Sarasota			1			1
Rollins Coll., Winter Park			17	1	1	19
St. John's River Jr. Coll., Palatka			7			7
St. Petersburg Jr. Coll., St. Petersburg			9			9
South Eastern Bible Coll., Lakeland			1			1
South Florida, Univ. of, Tampa	2	1	25	1	1	27
Stetson Univ., Deland		1	18	3		21
Tampa, Univ. of, Tampa			14	1		15
Webber Coll., Babson Park			1			1
GEORGIA	70	36	348	212	43	603
Agnes Scott Coll., Decatur			2		3	5
Andrew Coll., Cuthbert			1			1
Armstrong Coll. of Savannah, Savannah	1				1	1
Atlanta Univ. System (Total)	1		15	30		45
Atlanta Univ., Atlanta				30		30
Morehouse Coll., Atlanta			10			10
Spelman Coll., Atlanta	1		5			5
Augusta Coll., Augusta			4			4
Berry Coll., Mt. Berry			12			12
Brenau Coll., Gainesville	7		2		1	3
Brewton-Parker Coll., Mt. Vernon			3			3
Clark Coll., Atlanta	6		3			3
Columbia Theo. Sem., Decatur			1	1		2
Columbus Coll., Columbus	1		1			1
Emory Univ. (Total)	17	11	6	29	2	37
Emory Univ., Atlanta	17	11	5	29	1	35
Oxford Coll. of Emory Univ., Oxford			1		1	2
Fort Valley State Coll., Fort Valley	2	1	1	1		2
Georgia Baptist Hosp. Sch. of Nursing, Atlanta			1			1
Georgia Inst. of Technology (Total)	10	7	198	87	13	298
Georgia Inst. of Technology, Atlanta	10	7	181	87	13	281
Southern Tech. Inst., Marietta			17			17
Georgia Military Coll., Milledgeville			1			1
Georgia Southern Coll., Statesboro		1	5		1	6
Georgia Southwestern Coll., Americus			2			2
Georgia State Coll., Atlanta	3	1	9	1	3	13
Georgia, Univ. of, Athens	1	6	35	46	20	101
Interdenominational Theo. Center, Atlanta				5		5
La Grange Coll., La Grange			1		1	2
Medical Coll. of Georgia, Augusta	22			2	1	3
Mercer Univ., Macon			11		1	12
Middle Georgia Coll., Cochran			6			6
Morris Brown Coll., Atlanta			4			4
Norman Coll., Norman Park			1			1
North Georgia Coll., Dahlonega			1			1
Oglethorpe Univ., Atlanta	1		13		3	16
Paine Coll., Augusta	6		8			8
Piedmont Coll., Demorest			1			1
Savannah State Coll., Savannah	5					
Shorter Coll., Rome			3		1	4
South Georgia Coll., Douglas			4			4
Tift Coll., Forsyth			1			1
Toccoa Falls Inst., Toccoa Falls			2			2
Valdosta State Coll., Valdosta			3		2	5
Wesleyan Coll., Macon			2		2	4
West Georgia Coll., Carrollton		1	5			5
Woman's Coll. of Georgia, Milledgeville			1			1
HAWAII	74	42	421	440	30	891
Cannon's Sch. of Bus., Honolulu			5		2	7
Chaminade Coll. of Honolulu, Honolulu	3					
Church Coll. of Hawaii, Laie, Oahu			159	2		161

	[illegible]	U.S. faculty	Students U	G	O	T
Hawaii, Univ. of, Honolulu	71	42	308	447	32	787
Maunaolu Community Coll., Paia, Maui			5		1	6
IDAHO	6	2	186	26	5	217
Boise Jr. Coll., Boise		1	5			5
Idaho, Coll. of, Caldwell			4	1		5
Idaho State Univ., Pocatello	6	1	21	2		23
Idaho, Univ. of, Moscow			54	22		76
Lewis-Clark Normal Sch., Lewiston			1		1	2
North Idaho Jr. Coll., Coeur D'Alene			6			6
Northwest Nazarene Coll., Nampa			14		1	15
Ricks Coll., Rexburg			81	1	3	85
ILLINOIS	709	214	1,712	2,370	394	4,476
Aero-Space Inst., Chicago			7			7
Alexian Brothers Hosp. Sch. of Nursing, Chicago					2	2
American Acad. of Art, Chicago			3			3
American Conservatory of Music, Chicago			1	4	1	6
Art Inst. of Chicago, Sch. of the, Chicago	1	1	15	10	4	29
Aquinas Inst. of Theo., River Forest		1	3	2	2	7
Augustana Coll., Rock Island	1		7			7
Aurora Coll., Aurora			7		3	10
Barat Coll. of the Sacred Heart, Lake Forest	1		19			19
Bethany Theo. Sem., Oak Brook		1				
Blackburn Coll., Carlinville			6			6
Black Hawk Coll., Moline			8		2	10
Bloom Community Coll., Chicago Heights			5		1	6
Bradley Univ., Peoria	11	1	17	14		31
Canton Community Coll., Canton			1			1
Central YMCA Community Coll., Chicago	6		81	6	12	99
Chicago Acad. of Fine Arts, Chicago			4			4
Chicago City Jr. Colls. (Total)			29		1	30
Amundsen Branch			6			6
Crane Branch					1	1
Loop Branch			2			2
Southeast Branch			3			3
Wilson Branch			18			18
Chicago Coll. of Osteopathy, Chicago				1		1
Chicago-Kent Coll. of Law, Chicago					1	1
Chicago Medical Sch., Chicago	20					
Chicago Tech. Coll., Chicago			70			70
Chicago Theo. Sem., Chicago	3			9	4	13
Chicago, Univ. of (Total)	103	63	12	475	46	533
Argonne National Lab., Argonne			1	1	18	20
Chicago, Univ. of, Chicago	103	63	11	474	28	513
Chicago Wesley Memorial Hosp. Sch. of Nursing, Chicago			1	2	15	18
Concordia Teachers Coll., River Forest			19		1	20
Concordia Theo. Sem., Springfield			7		1	8
Cook County Sch. of Nursing, Chicago				8	71	79
Danville Jr. Coll., Danville			1			1
De Paul Univ., Chicago	2	1	54	133	38	225
De Vry Tech. Inst., Chicago			8			8
Divine Word Sem., Techny			17	12	2	31
Eastern Illinois Univ., Charleston	5	1	12	2		14
Elgin Community Coll., Elgin			2			2
Elmhurst Coll., Elmhurst			15			15
Evangelical Theo. Sem., Naperville		1	1	1	2	4
Freeport Community Coll., Freeport			1		1	2
Garrett Theo. Sem., Evanston			1	13	2	16
George Williams Coll., Chicago	1		54	8	1	63
Goodman Sch. of Drama of the Art Inst. of Chicago, Chicago			1	3		4
Greenville Coll., Greenville	1	2	12		1	13
Hebrew Theo. Coll., Skokie			3	2		5
Hinsdale Sanitarium & Hosp. Sch. of Medical Technology, Hinsdale			1	1		2
Hinsdale Sanitarium & Hosp. Sch. of Nursing, Hinsdale			2			2
Illinois Coll., Jacksonville			3			3
Illinois Coll. of Optometry, Chicago			2	2		4
Illinois Coll. of Podiatry, Chicago			1	4		5
Illinois Inst. of Technology, Chicago	52	3	42	302	9	353
Illinois State Univ., Normal			17	11		28
Illinois, Univ. of (Total)	372	66	390	831	22	1,243
Chicago Campus	1	1	105	1		106
Urbana Campus	371	65	285	830	22	1,137
Illinois Wesleyan Univ., Bloomington	1	1	4	1		5
Immaculata Coll., Bartlett		1				
Industrial Engineering Coll. of Chicago, Chicago			3			3
Jewish Studies, Coll. of, Chicago	1		10	6		16
John Marshall Law Sch., The, Chicago			2	2	1	5
Joliet Jr. Coll., Joliet			3			3
Judson Coll., Elgin			3			3
Kendall Coll., Evanston			19			19
Knox Coll., Galesburg			5		3	8
Lake Forest Coll., Lake Forest	2	4	20			20
Lincoln Christian Coll., Lincoln			8	3		11
Lincoln Coll., Lincoln			3			3
Loyola Univ. (Total)	3	13	12	74	17	103
Bellarmine Sch. of Theology of Loyola Univ., North Aurora		4	2	15	14	31
Loyola Univ., Chicago	3	9	10	59	3	72
Lutheran Sch. of Theo. (Total)	1	1		2		2
Maywood Campus	1	1		1		1
Rock Island Campus				1		1
MacMurray Coll., Jacksonville	3	2	6			6
Maryknoll Sem., Glen Ellyn	1	1	1			1
McCormick Theo. Sem., Chicago	1	1	1	6	7	14
Meadville Theo. Sch. of Lombard Coll., Chicago		1			2	2
Millikin Univ., Decatur	1		10	4		14
Monmouth Coll., Monmouth	2	3	10		2	12
Monticello Coll., Alton			2			2
Moody Bible Inst., Chicago			34	3	1	38
Morton Jr. Coll., Cicero			5			5
Mundelein Coll., Chicago	3	1	19			19
National Coll. of Education, Evanston			1	3		4
North Central Coll., Naperville			17		1	18
North Park Coll. & Theo. Sem., Chicago	1					
Northern Baptist Theo. Sem., Oakbrook	1	1		5		5
Northern Illinois Univ., DeKalb	22	6	32	47	1	80
Northwestern Univ. (Total)	57	17	57	246	99	402
Chicago Campus	25	2		10	2	12
Evanston Campus	32	15	57	236	97	390
Olivet Nazarene Coll., Kankakee			21	3	2	26
Oregon Bible Coll., Oregon			1			1
Presbyterian-St. Luke's Hosp. Sch. of Nursing, Chicago			1			1
Principia Coll., The, Elsah			18	1		19
Quincy Coll., Quincy		2	1			1
Ray-Vogue Schs., Chicago			28			28
Rockford Coll., Rockford	2		14	1		15
Roosevelt Univ., Chicago	1	2	80	22	8	110

	[illegible]	[illegible]		STUDENTS		
			U	G	[illegible]	T
Rosary Coll., River Forest	3	4	12	6	1	21
St. Bede Jr. Coll., Peru			1			1
St. Francis, Coll. of, Joliet			3			3
St. Joseph Sem., Teutopolis			9			9
St. Procopius Coll., Lisle	1		1			1
St. Xavier Coll., Chicago	2	1	32	1	1	34
Seabury-Western Theo. Sem., Evanston					1	1
Shimer Coll., Mt. Carroll	1		5			5
Southern Illinois Univ. (Total)	21	9	188	172	4	364
Carbondale Campus		9	177	171	3	351
Edwardsville Campus	21		11	1	1	13
Springfield Jr. Coll., Springfield			5			5
Stonebridge Priory, Lake Bluff			1	2		3
Thornton Jr. Coll., Harvey			1			1
Trinity Christian Coll., Palos Heights			3			3
Trinity Coll., Chicago	1		1		1	2
Trinity Evangelical Divinity Sch., Deerfield				9		9
Western Illinois Univ., Macomb	5	1	59	1	1	61
Wheaton Coll., Wheaton			27	7	3	37
Worsham Coll. of Mortuary Science, Chicago					1	1
INDIANA	273	140	[illegible]	1,103	175	[illegible]
Anderson Coll. & Theo. Sem., Anderson		1	19	1		19
Ball State University, Muncie		10	19	15	2	36
Bethel Coll., Mishawaka			6			6
Butler Univ., Indianapolis			3	1		4
Capuchin Sem. of St. Mary, Crown Point			6		4	10
Christian Theo. Sem., Indianapolis		1		9		9
Concordia Sr. Coll., Fort Wayne			14		1	15
DePauw Univ., Greencastle	4	6	6	2	3	11
Earlham Coll., Richmond	4	5	8		3	11
Evansville Coll., Evansville	1	2	5		1	6
Fort Wayne Bible Coll., Fort Wayne		1	7			7
Franklin Coll. of Indiana, Franklin			3	1	1	5
Goshen Coll., Goshen		3	28	10	1	39
Grace Theo. Sem. & Coll., Winona Lake			1	1		2
Hanover Coll., Hanover		2	3			3
Huntington Coll., Huntington			12			12
Indiana Central Coll., Indianapolis			4			4
Indiana Inst. of Technology, Fort Wayne	3		108		1	109
Indiana State Coll., Terre Haute			28	11	3	42
Indiana Univ., Bloomington	135	66	182	537	110	829
International Coll., Fort Wayne			2			2
Lain Tech. Inst., Indianapolis			3			3
Lincoln Chiropractic Coll., Indianapolis			19	2	1	22
Manchester Coll., North Manchester	1		5			5
Marian Coll., Indianapolis		1	19			19
Marion Coll., Marion			5			5
Mennonite Biblical Sem., Elkhart			1	17	1	19
Notre Dame, Univ. of, Notre Dame	39	10	121	70	6	197
Purdue Univ., Lafayette	101	71	158	503	29	690
Rose Polytechnic Inst., Terre Haute	2		10			10
St. Francis Coll., Fort Wayne			14			14
St. Joseph's Coll., East Chicago			1			1
St. Joseph's Coll., Rensselaer			8			8
St. Mary-of-the-Woods Coll., St. Mary-of-the-Woods			17			17
St. Mary's Coll., Notre Dame		1	5		7	12
St. Meinrad Sem., St. Meinrad			1	3		4
Taylor Univ., Upland	2		7			7
Tri-State Coll., Angola	1		67		1	68
Valparaiso Tech. Inst., Valparaiso			6			6
Valparaiso Univ., Valparaiso	2		10			10
Vincennes Univ., Vincennes	2					
Wabash Coll., Crawfordsville	4		5			5
IOWA	63	54	[illegible]	381	[illegible]	[illegible]
Boone Jr. Coll., Boone			1			1
Briar Cliff Coll., Sioux City			6			6
Buena Vista Coll., Storm Lake	1		9			9
Central Coll., Pella			14		2	16
Clarinda Community Coll., Clarinda			1			1
Clarke Coll., Dubuque			12			12
Coe Coll., Cedar Rapids			5			5
Cornell Coll., Mount Vernon	2	2	11			11
Creston Community Coll., Creston	1					
Drake Univ., Des Moines			16	5		21
Dubuque, Univ. of, Dubuque			10	7	1	18
Ellsworth Jr. Coll., Iowa Falls			1			1
Graceland Coll., Lamoni			32			32
Grand View Coll., Des Moines			11			11
Grinnell Coll., Grinnell	4	6	10		2	12
Iowa State Univ. of Science & Technology, Ames	30	30	157	288	8	453
Iowa Wesleyan Coll., Mt. Pleasant		6	6			6
Loras Coll., Dubuque	1	1				
Luther Coll., Decorah	2	2	7			7
Marycrest Coll., Davenport	1		14			14
Morningside Coll., Sioux City			17			17
Mt. Mercy Coll., Cedar Rapids		1	17			17
Mt. St. Clare Coll., Clinton			3			3
Muscatine Community Coll., Muscatine			3			3
Northwestern Coll., Orange City			11			11
Osteopathic Medicine & Surgery, Coll. of, Des Moines				5		5
Ottumwa Heights Coll., Ottumwa			13			13
Palmer Coll. of Chiropractic, Davenport			90			90
Parsons Coll., Fairfield	1					
St. Ambrose Coll., Davenport			2			2
Simpson Coll., Indianola	1		14			14
State Coll. of Iowa, Cedar Falls	9	1	15	4	1	20
State Univ. of Iowa, Iowa City	21	12	22	[illegible]	19	[illegible]
Vennard Coll., University Park			4		1	5
Waldorf Coll., Forest City			2		1	3
Wartburg Coll., Waverly	2		6			6
Wartburg Theo. Sem., Dubuque				1		1
Westmar Coll., Le Mars	2		8			8
William Penn Coll., Oskaloosa			9			9
KANSAS	[illegible]	[illegible]	[illegible]	[illegible]	113	[illegible]
Arkansas City Jr. Coll., Arkansas City			7			7
Baker Univ., Baldwin City			20			20
Bethel Coll., North Newton		2	30		1	31
Central Baptist Theo. Sem., Kansas City		2				
Central Coll., McPherson			1			1
Chanute Jr. Coll., Chanute			5			5
Coffeyville Coll., Coffeyville			21	1		22
Dodge City Coll., Dodge City	1		7			7
Emporia, Coll. of, Emporia			17			17
Fort Hays Kansas State Coll., Hays	2	1	22	10		32
Friends Bible Coll., Haviland			2		1	3
Friends Univ., Wichita			6		1	7
Hesston Coll., Hesston			9			9
Highland Jr. Coll., Highland			7			7
Independence Community Coll., Independence			3			3
Iola Jr. Coll., Iola			3			3
Kansas City Kansas Jr. Coll., Kansas City			1			1
Kansas State Coll. of Pittsburg, Pittsburg		3	27	12	2	41

	[illegible]	U.S. [illegible]	U	G	O	T
Kansas State Teachers Coll., Emporia		2	27	27	10	64
Kansas State Univ. of Agriculture & Applied Science, Manhattan	17	27	163	285	19	467
Kansas, Univ. of (Total)	50	27	181	284	61	526
Kansas City Campus			2	6		8
Lawrence Campus	50	27	179	278	61	518
Kansas Wesleyan Univ., Salina			7		3	10
Marymount Coll., Salina			3		2	5
McPherson Coll., McPherson	2		10			10
Midwest Inst. of Bus. Admin., Eureka			12		1	13
Miltonvale Wesleyan Coll., Miltonvale			2			2
Mt. St. Scholastica Coll., Atchison			19	1	2	22
Ottawa Univ., Ottawa			6		1	7
Parsons Jr. Coll., Parsons			11			11
Pratt County Coll., Pratt			5			5
Sacred Heart Coll., Wichita			11			11
St. Benedict's Coll., Atchison			31			31
St. Mary Coll., Xavier			49		3	52
St. Mary of the Plains Coll., Dodge City			8			8
St. Mary's Coll., St. Mary's (Affl. with St. Louis Univ., St. Louis, Missouri)				16	3	19
Southwestern Coll., Winfield		1	10			10
Sterling Coll., Sterling		1	6			6
Tabor Coll., Hillsboro	1	1	21		1	22
Washburn Univ. of Topeka, Topeka			16		1	17
Wichita State Univ., Wichita		2	41	31	1	73
KENTUCKY	**60**	**30**	**387**	**186**	**20**	**593**
Asbury Coll., Wilmore			13			13
Asbury Theo. Sem., Wilmore		1		18	1	19
Bellarmine Coll., Louisville			5			5
Berea Coll., Berea	1	1	27		4	31
Bible, Coll. of the, Lexington		2		2	1	3
Brescia Coll., Owensboro			7			7
Campbellsville Coll., Campbellsville			7			7
Catherine Spalding Coll., Louisville	1		9	7		16
Centre Coll. of Kentucky, Danville			1			1
Eastern Kentucky State Coll., Richmond	3		7	2		9
Georgetown Coll., Georgetown			10			10
Kentucky State Coll., Frankfort			6			6
Kentucky, Univ. of, Lexington	15	41	65	[illegible]	30	212
Kentucky Wesleyan Coll., Owensboro		2				
Lindsey Wilson Coll., Columbia			1			1
Louisville Presbyterian Theo. Sem., Louisville			2	1	1	4
Louisville, Univ. of, Louisville	9	8	65	31	4	100
Midway Jr. Coll., Midway			9			9
Morehead State Coll., Morehead			30		1	31
Murray State Coll., Murray			19			19
Nazareth Coll. & Acad., Nazareth	4		37		7	44
Pikeville Coll., Pikeville			8			8
St. Catharine Jr. Coll., St. Catharine			2			2
Southern Baptist Theo. Sem., Louisville	1		6	6		12
Sue Bennett Coll., London			1			1
Transylvania Coll., Lexington	1		4		1	5
Union Coll., Barbourville	1		4			4
Ursuline Coll., Louisville	1		2			2
Villa Madonna Coll., Covington	5		5			5
Western Kentucky State Coll., Bowling Green	4		10			10
LOUISIANA	**94**	**38**	**587**	**348**	**56**	**990**
Centenary Coll., Shreveport			1			1
Delgado Trades & Tech. Inst., New Orleans			6			6
Dillard Univ., New Orleans	2	2				
Francis T. Nicholls State Coll., Thibodaux			13			13
Hotel Dieu Sch. of Nursing, New Orleans			1			1
Louisiana Coll., Pineville			13			13
Louisiana Polytechnic Inst., Ruston			23	4		27
Louisiana State Univ., Baton Rouge	45	16	316	167	7	490
Loyola Univ., New Orleans	4		13	1		14
McNeese State Coll., Lake Charles			2		1	3
New Orleans Baptist Theo. Sem., New Orleans		2	5	3		8
Northwestern State Coll. of Louisiana, Natchitoches			20	11		31
Notre Dame Sem., New Orleans				1		1
St. Joseph Sem., St. Benedict			3			3
St. Mary's Dominican Coll., New Orleans	2		15		9	24
Southeastern Louisiana Coll., Hammond			23		1	24
Southwestern Louisiana, Univ. of, Lafayette			36	2		38
Tulane Univ. of Louisiana, New Orleans	62	19	60	153	37	250
Xavier Univ. of Louisiana, New Orleans	2		8			8
MAINE	**17**	**11**	**84**	**16**	**20**	**120**
Aroostook State Teachers Coll., Presque Isle			1			1
Bates Coll., Lewiston	1	2	6			6
Bowdoin Coll., Brunswick	3	3	9		12	21
Colby Coll., Waterville	4	4	15		5	20
Eastern Maine General Hosp. Sch. of Nursing, Bangor					3	3
Farmington State Teachers Coll., Farmington			1			1
Husson Coll., Bangor			9			9
Maine, Univ. of, Orono	4	1	30	16	10	56
Nasson Coll., Springvale			6			6
Ricker Coll., Houlton			3			3
St. Francis Coll., Biddeford	2		2			2
St. Joseph's Coll., North Windham					1	1
Washington State Teachers Coll., Machias		1				
Westbrook Jr. Coll., Portland	1		2			2
MARYLAND	**110**	**49**	**340**	**310**	**70**	**720**
Allegany Community Coll., Cumberland	1					
Baltimore Hebrew Coll., Baltimore	4	1				
Baltimore Jr. Coll., Baltimore			5			5
Bon Secours Hosp. Sch. of Nursing, Baltimore			1			1
Columbia Union Coll., Takoma Park			73	4	10	87
Essex Community Coll., Baltimore	1					
Goucher Coll., Baltimore		3	8		1	9
Hagerstown Jr. Coll., Hagerstown			14			14
Harford Jr. Coll., Bel Air	1		5			5
Hood Coll., Frederick		1	2		1	3
Johns Hopkins Univ., Baltimore	30	9	7	120	3	130
Loyola Coll., Baltimore	2	1	2	1	2	5
Lutheran Sch. for Church Workers, Baltimore			1	1		2
Maryland Inst. Coll. of Art, Baltimore			5	4	1	10
Maryland, Univ. of (Total)	68	20	88	169	13	270
Maryland State Coll., Princess Anne	3		1			1
Maryland, Univ. of, College Park	65	20	87	169	13	269

	FOREIGN SCHOLARS	U.S. FACULTY	STUDENTS U	G	O	T
Montgomery Jr. Coll., Takoma Park			4		1	5
Morgan State Coll., Baltimore			65		5	70
Mt. St. Agnes Coll., Baltimore			11		1	12
Mt. St. Mary's Coll., Emmitsburg	1		2			2
Ner Israel Rabbinical Coll., Baltimore					20	20
Notre Dame of Maryland, Coll. of, Baltimore		2	9			9
Peabody Inst. of the City of Baltimore, Baltimore			1	4		5
Prince George's Community Coll., Suitland	3					
St. John's Coll., Annapolis	1		2			2
St. Joseph Coll., Emmitsburg	1		10			10
St. Mary's Coll. of Maryland, St. Mary's City			2			2
St. Mary's Sem. & Univ., Baltimore				5		5
Towson State Coll., Towson	1					
U. S. Naval Acad., Annapolis	6		17			17
Washington Coll., Chestertown		1	1			1
Western Maryland Coll., Westminster	1	2	5			5
MASSACHUSETTS	**1,080**	**160**	**1,477**	**2,274**	**360**	**4,110**
American International Coll., Springfield	2		17		1	18
Amherst Coll., Amherst	3	6	20	2	6	28
Andover Newton Theo. Sch., Newton Centre				11	7	18
Anna Maria Coll. for Women, Paxton	1	1	11		2	13
Assumption Coll., Worcester	1	2				
Atlantic Union Coll., South Lancaster			60		3	63
Babson Inst. of Bus. Admin., Babson Park			37	2	1	40
Bay Path Jr. Coll., Longmeadow			2			2
Becker Jr. Coll., Worcester			4			4
Bentley Coll. of Accounting & Finance, Boston			9		1	10
Berkshire Christian Coll., Lenox			3			3
Berkshire Community Coll., Pittsfield			9			9
Boston Architectural Center Sch. of Architecture, Boston				1	1	2
Boston Coll., Chestnut Hill	1	3	33	57		90
Boston Conservatory of Music, Boston			9		1	10
Boston Univ., Boston	61	16	177	101	9	287
Bradford Jr. Coll., Bradford			5		1	6
Brandeis Univ., Waltham	40	3	62	20	6	88
Burdett Coll., Boston			12		3	15
Butera Sch. of Art, Boston			2			2
Cambridge Jr. Coll., Cambridge			13			13
Cardinal Cushing Coll., Brookline			9			9
Carnegie Inst., Boston			2			2
Children's Hosp. Medical Center Sch. of Nursing, Boston					5	5
Christian Science Benevolent Ass'n Sch. of Nursing, Chestnut Hill			15		12	27
Clark Univ., Worcester	5	1	15	51	4	70
Clarke Sch. for the Deaf, Northampton			1	1	2	4
Dean Jr. Coll., Franklin			11		1	12
Eastern Nazarene Coll., Quincy			29	2		31
Emerson Coll., Boston			4	1	1	6
Emmanuel Coll., Boston	2		12	1		13
Endicott Jr. Coll., Beverly			3			3
Episcopal Theo. Sch., Cambridge		3		6	1	7
Fisher Jr. Coll., Boston			3			3
Forsyth Dental Center, Boston					9	9
Franklin Inst. of Boston, Boston			9			9
Garland Jr. Coll., Boston	1		14			14
Gordon Coll., Wenham			31	[illegible]	1	31
Harvard Univ., Cambridge	[illegible]	20	114	[illegible]	[illegible]	[illegible]
Hebrew Teachers Coll., Brookline	2	1				
Holy Cross, Coll. of the, Worcester		2	9			9
Katharine Gibbs Sch., Boston			3			3
Lasell Jr. Coll., Auburndale			3			3
Leicester Jr. Coll., Leicester			5			5
Leland Powers Sch., Boston			1		3	4
Lesley Coll., Cambridge				1		1
Lowell Technological Inst., Lowell		2	35	20	1	56
Marist Coll. & Sem., Framingham Centre	1	1				
Massachusetts Coll. of Optometry, Boston			2			2
Massachusetts Coll. of Pharmacy, Boston			3	5		8
Massachusetts General Hosp. Sch. of Nursing, Boston			1			1
Massachusetts Inst. of Technology, Cambridge	303	20	215	637	63	915
Massachusetts, Univ. of, Amherst	2	21	27	230	12	269
Merrimack Coll., North Andover			4	1		5
Modern Sch. of Fashion & Design, Boston			1			1
Mt. Holyoke Coll., South Hadley	6	7	9	7	18	34
Mt. Ida Jr. Coll., Newton Centre			4		2	6
New Church Theo. Sch., Cambridge				1		1
New England Conservatory of Music, Boston			11	14	3	28
New England Deaconess Hosp. Sch. of Nursing, Boston					2	2
Newton Coll. of the Sacred Heart, Newton	1		20			20
Nichols Coll. of Bus. Admin., Dudley	1		6			6
Northeastern Univ., Boston	4	6	66	35		101
Northern Essex Community Coll., Haverhill			1			1
Oblate Coll. & Sem., Natick			2	1		3
Our Lady of the Elms, Coll. of, Chicopee	1		1			1
Passionist Monastery Sem., West Springfield			1			1
Perkins Sch. for the Blind, Watertown				1	6	7
Perry Normal Sch., Boston			1			1
Peter Bent Brigham Hosp. Sch. of Nursing, Boston			1			1
Pine Manor Jr. Coll., Wellesley	1		5			5
Practical Art, Sch. of, Boston			1			1
Radcliffe Coll., Cambridge			11			11
Regis Coll., Weston			9			9
St. Hyacinth Coll. & Sem., Granby			10			10
St. John's Sem., Brighton		1		3	3	6
Simmons Coll., Boston		2	5	6	2	13
Smith Coll., Northampton	10	2	34	11	12	57
Southeastern Massachusetts Technological Inst., North Dartmouth	2		1			1
Springfield Coll., Springfield		1	15	29	4	48
State Coll. at Boston, Boston	1					
State Coll. at Lowell, Lowell		1	2			2
State Coll. at Salem, Salem		1				
State Coll. at Westfield, Westfield	2					
Stonehill Coll., North Easton			4			4
Suffolk Univ., Boston			11			11
Truesdale Hosp. Sch. of Medical Technology, Fall River				4		4
Tufts Univ., Medford	54	5	38	89		127
Wellesley Coll., Wellesley	5	3	23	4	1	28
Wentworth Inst., Boston	4	1	18		2	20

	[illegible]	U.S. [illegible]	STUDENTS U	[illegible]	[illegible]	T
Western New England Coll., Springfield			2			2
Wheaton Coll., Norton	5		5			5
Wheelock Coll., Boston			4	1		5
Williams Coll., Williamstown	1	13	11	1	3	15
Woods Hole Oceanographic Inst., Woods Hole	19					
Worcester Jr. Coll., Worcester			16	1	2	19
Worcester Polytechnic Inst., Worcester			[illegible]	50		74
MICHIGAN	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	5,016
Adrian Coll., Adrian		2	9			9
Albion Coll., Albion	1	1	9		5	14
Alma Coll., Alma	1	1	20			20
Alpena Community Coll., Alpena			2			2
Andrews Univ., Berrien Springs	1	8	120	50	4	174
Aquinas Coll., Grand Rapids		1	13			13
Art Sch. of the Society of Arts & Crafts, Detroit			13			13
Blodgett Memorial Hosp. Sch. of Nursing, Grand Rapids			1			1
Calvin Coll., Grand Rapids			205	2	3	210
Calvin Theo. Sem., Grand Rapids		1	26	13	2	41
Central Michigan Univ., Mt. Pleasant		4	20	8	2	30
Cleary Coll., Ypsilanti			3		2	5
Cranbrook Acad. of Art, Bloomfield Hills			1	16	1	18
Davenport Coll. of Bus., Grand Rapids			3			3
Delta Coll., University Center			2			2
Detroit Bible Coll., Detroit			4		1	5
Detroit Coll. of Applied Science, Ferndale			3			3
Detroit Inst. of Technology, Detroit			30			30
Detroit, Univ. of, Detroit		1	144	77	2	223
Duns Scotus Coll., Southfield			3			3
Eastern Michigan Univ., Ypsilanti	9	9	60	12	7	79
Electronics Inst. of Technology, Detroit			11			11
Ferris State Coll., Big Rapids			10		4	14
Flint Community Jr. Coll., Flint			20			20
General Motors Inst., Flint			154		3	157
Gogebic Community Coll., Ironwood			1			1
Grand Rapids Baptist Bible Coll. & Sem., Grand Rapids			3		1	4
Grand Rapids Jr. Coll., Grand Rapids			2			2
Henry Ford Community Coll., Dearborn			6		1	7
Hillsdale Coll., Hillsdale	1	1	27		1	28
Hope Coll., Holland	1		64			64
Jackson Jr. Coll., Jackson	1		25		1	26
Kalamazoo Coll., Kalamazoo	3	2	7		8	15
Kellogg Community Coll., Battle Creek			11	1	3	15
Kendall Sch. of Design, Grand Rapids			2			2
Lake Michigan Coll., Benton Harbor			5			5
Lawrence Inst. of Technology, Southfield			10			10
Macomb County Community Coll., Warren	1					
Madonna Coll., Livonia			3			3
Maryglade Coll., Detroit				10		10
Marygrove Coll., Detroit			34	2		36
Mercy Coll. of Detroit, Detroit			16			16
Mercy Sch. of Nursing of Detroit, Detroit			1			1
Merrill-Palmer Inst., Detroit		2		4		4
Michigan State Univ. (Total)	[illegible]	213	220	[illegible]	31	[illegible]
Michigan State Univ. of Agriculture & Applied Science, East Lansing	87	213	220	[illegible]	31	[illegible]
Oakland Univ., Rochester	1	2				
Michigan Technological Univ. (Total)	1	1	245	21	7	273
Houghton Branch		1	195	18	3	216
Sault Ste. Marie Branch	1		50	3	3	56
Michigan, Univ. of, Ann Arbor	197	[illegible]	347	719	115	1,181
Muskegon County Community Coll., Muskegon			8			8
Nazareth Coll., Nazareth	2		10			10
Northern Michigan Univ., Marquette			21			21
Northwestern Michigan Coll., Traverse City			2			2
Olivet Coll., Olivet			9	1		[illegible]
Owosso Coll., Owosso			3			3
Port Huron Jr. Coll., Port Huron	1		60			60
Providence Hosp. Sch. of Nursing, Detroit			1			1
Reformed Bible Inst., The, Grand Rapids			15			15
Sacred Heart Novitiate, Monroe			2			2
St. John's Provincial Sem., Plymouth	1					
Siena Heights Coll., Adrian			26	1	1	28
Spring Arbor Coll., Spring Arbor			5			5
Suomi Coll., Hancock					2	2
Walsh Inst. of Accountancy, Detroit			2			2
Wayne State Univ., Detroit	110	19	[illegible]	230	[illegible]	1,013
Western Michigan Univ., Kalamazoo	14	7	100	41	13	150
Western Theo. Sem., Holland				5		5
MINNESOTA	150	70	[illegible]	1,072	276	[illegible]
Apostolic Bible Inst., St. Paul			6		1	7
Augsburg Coll., Minneapolis			18		1	19
Austin Jr. Coll., Austin			3			3
Bemidji State Coll., Bemidji			30	1		31
Bethel Coll. & Sem., St. Paul	1	2	9	3		12
Carleton Coll., Northfield		3	21		1	22
Concordia Coll., Moorhead			14		1	15
Concordia Coll., St. Paul		1	8		1	9
Crosier Sem., Onamia			1			1
Dr. Martin Luther Coll., New Ulm			1			1
Dunwoody Industrial Inst., Minneapolis					53	53
Gustavus Adolphus Coll., St. Peter		2	16		4	20
Hamline Univ., St. Paul		1	11		5	16
Luther Theo. Sem., St. Paul					6	6
Lutheran Brethren Schs., Fergus Falls			2			2
Macalester Coll., St. Paul	3		29	1	10	40
Mankato State Coll., Mankato	7		60	3	1	64
Minneapolis Bus. Coll., Minneapolis			7			7
Minneapolis Sch. of Art, Minneapolis	2		2			2
Minnesota Bible Coll., Minneapolis			7			7
Minnesota Sch. of Bus., Minneapolis			2			2
Minnesota, Univ. of (Total)	155	65	125	1,055	187	1,367
Minneapolis & St. Paul	152	63	125	878	146	1,149
Duluth					30	30
Morris					2	2
Mayo Foundation, Rochester				177		177
Moorhead State Coll., Moorhead	2		20			20
North Central Bible Coll., Minneapolis			5			5
Northwestern Coll., Minneapolis			3			3
Northwestern Lutheran Theo. Sem., Minneapolis			1	2		3
Rochester Jr. Coll., Rochester			2		3	5
St. Benedict, Coll. of, St. Joseph	1		6		1	7
St. Catherine, Coll. of, St. Paul	1	2	17	1	2	20
St. Cloud State Coll., St. Cloud		1	5		1	6
St. John's Univ., Collegeville	1	4	30	2	4	36
St. Mary's Coll., Winona		8	18			18
St. Olaf Coll., Northfield	3	4	7			7

	[illegible]	U.S. [illegible]		STUDENTS		
			[illegible]	[illegible]	[illegible]	[illegible]
St. Paul Bible Coll., St. Paul			5			5
St. Paul Sem., St. Paul		1	1		1	2
St. Scholastica, Coll. of, Duluth		1	6			6
St. Teresa, Coll. of, Winona			21			21
St. Thomas, Coll. of, St. Paul		4	34	2	4	40
United Theo. Sem., New Brighton				1		1
Winona State Coll., Winona	2		8	1	1	10
Worthington Jr. Coll., Worthington			1			1
MISSISSIPPI	14	7	170	81	28	279
Alcorn A. & M. Coll., Lorman			1			1
Belhaven Coll., Jackson			2			2
Blue Mountain Coll., Blue Mountain			7			7
Clarke Memorial Coll., Newton			3			3
Delta State Coll., Cleveland			2			2
Draughon's Bus. Coll., Jackson					11	11
Hinds Jr. Coll., Raymond			8		1	9
Jackson State Coll., Jackson		1				
Jones County Jr. Coll., Ellisville			7	1		8
Millsaps Coll., Jackson			1		1	2
Mississippi Coll., Clinton			2	3	1	6
Mississippi State Coll. for Women, Columbus			6			6
Mississippi State Univ., State College		3	64	39	4	107
Mississippi, Univ. of, University	9	1	12	29	2	43
Northeast Mississippi Jr. Coll., Booneville			1			1
Our Lady of the Snows Scholasticate, Pass Christian		1	1			1
Perkinston Jr. Coll., Perkinston			2			2
Rust Coll., Holly Springs	1					
Saints Jr. Coll., Lexington			1			1
Southern Mississippi, Univ. of, Hattiesburg			54	9		63
Tougaloo Southern Christian Coll., Tougaloo	6	1	5		1	6
William Carey Coll., Hattiesburg			13		5	18
Wood Jr. Coll., Mathiston			2			2
MISSOURI	186	80	756	750	100	1,606
Avila Coll., Kansas City			3			3
Calvary Bible Coll., Kansas City			3		1	4
Cardinal Glennon Coll., St. Louis			2			2
Central Bible Inst., Springfield			15	2	1	18
Central Inst. for the Deaf Teachers Training Coll., St. Louis					1	1
Central Methodist Coll., Fayette			7			7
Central Missouri State Coll., Warrensburg			33	5		38
Central Tech. Inst., Kansas City					12	12
Concordia Sem., St. Louis		6	15	11	3	29
Cottey Coll., Nevada			13		1	14
Covenant Theo. Sem., St. Louis		1	1	8	1	10
Culver-Stockton Coll., Canton			4			4
Deaconess Hosp. Sch. of Nursing, St. Louis			1			1
Drury Coll., Springfield			4		1	5
Eden Theo. Sem., St. Louis		1		2	1	3
Evangel Coll., Springfield	3	1	9			9
Fontbonne Coll., St. Louis			5		4	9
Gradwohl Sch. of Laboratory Technique, St. Louis			4		4	8
Hannibal-La Grange Coll., Hannibal			9			9
Harris Teachers Coll., St. Louis			5			5
Independence Sanitarium & Hosp. Sch. of Nursing, Independence			5			5
Kansas City Art Inst. Sch. of Design, Kansas City	1		9			9
Kansas City Coll. of Osteopathy & Surgery, Kansas City				1		1
Kansas City General Hosp. Sch. of Nursing, Kansas City			1	1	3	5
Kenrick Sem., St. Louis			1			1
Kirksville Coll. of Osteopathy & Surgery, Kirksville				2		2
Lincoln Univ., Jefferson City			9			9
Lindenwood Coll. for Women, St. Charles	1		12			12
Logan Basic Coll. of Chiropractic, St. Louis			8			8
Marillac Coll., Normandy		2	17			17
Maryville Coll. of the Sacred Heart, St. Louis			6			6
Mercy Jr. Coll., St. Louis			2			2
Metropolitan Jr. Coll., Kansas City			6		1	7
Midwestern Baptist Theo. Sem., Kansas City	1	2	1			1
Missouri Sch. of Religion, Columbia				1		1
Missouri, Univ. of (Total)	27	22	201	635	[illegible]	[illegible]
Columbia	24	20	96	[illegible]	30	[illegible]
Kansas City	2	2	11	23		34
Rolla	1		92	137	1	230
St. Louis			2			2
Missouri Valley Coll., Marshall			7			7
Nazarene Theo. Sem., Kansas City			1	2	2	5
Northeast Missouri State Teachers Coll., Kirksville		1	28	12	4	44
Northwest Missouri State Coll., Maryville	3		2		1	3
Notre Dame Coll., St. Louis		1	2		2	4
Ozarks, Coll. of the Sch. of Point Lookout			12			12
Park Coll., Parkville			2		21	23
Rockhurst Coll., Kansas City			14		3	17
St. John's Mercy Hosp. Sch. of Nursing, St. Louis			2			2
St. Louis Coll. of Pharmacy, St. Louis			11	1		12
St. Louis Inst. of Music, St. Louis			1		1	2
St. Louis Jr. Coll. District of St. Louis County			4			4
St. Louis Univ., St. Louis	6	2	108	121	7	236
St. Mary of the Barrens Sem., Perryville			3	6	8	17
St. Mary's Jr. Coll., O'Fallon		1	3		2	5
St. Paul Sch. of Theo. Methodist, Kansas City		1	1	1	1	3
St. Paul's Coll., Concordia			1			1
Southeast Missouri State Coll., Cape Girardeau			8		2	10
Southwest Baptist Coll., Bolivar	1		11			11
Southwest Missouri State Coll., Springfield		1	16	1		17
Stephens Coll., Columbia	3		5			5
Tarkio Coll., Tarkio	1	1	11			11
Trenton Jr. Coll., Trenton			1			1
Washington Univ., St. Louis	137	10	69	136	4	209
Webster Coll., St. Louis		1	9			9
Westminster Coll., Fulton	2	2	7			7
William Jewell Coll., Liberty			7	1	1	9
William Woods Coll., Fulton			2			2
MONTANA	7	7	248	30	10	288
Eastern Montana Coll. of Education, Billings			3		1	4
Great Falls, Coll. of, Great Falls			11			11
Montana Sch. of Mines, Butte	2		15	4	2	21

	FOREIGN SCHOLARS	U.S. FACULTY	STUDENTS			
			U	G	O	T
Montana State Coll., Bozeman	4	5	94	29	2	125
Montana State Univ., Missoula		2	107	16	9	132
Northern Montana Coll., Havre			2			2
Rocky Mountain Coll., Billings			11	1	1	13
Western Montana Coll. of Education, Dillon	1					
NEBRASKA	**33**	**16**	**255**	**114**	**9**	**378**
Chadron State Coll., Chadron	2		3		1	4
Concordia Teachers Coll., Seward		1	6			6
Creighton Univ., The, Omaha	4	5	21	10	3	34
Dana Coll., Blair	1		10			10
Doane Coll., Crete			8			8
Duchesne Coll. of the Sacred Heart, Omaha			6			6
Fairbury Jr. Coll., Fairbury			1			1
Grace Bible Inst., Omaha			18			18
Hastings Coll., Hastings			11			11
Kearney State Coll., Kearney	1		7	2		9
McCook Coll., McCook			2			2
Midland Coll., Fremont			2			2
Nebraska, Univ. of, Lincoln	20	9	84	100	3	187
Nebraska Wesleyan Univ., Lincoln	2	1	11			11
Omaha, Univ. of, Omaha	1		10	1		11
Peru State Coll., Peru			2			2
St. Mary, Coll. of, Omaha			13			13
Scottsbluff Coll., Scottsbluff			1			1
Union Coll., Lincoln	2		33			33
Wayne State Coll., Wayne			1	1	2	4
York Coll., York			5			5
NEVADA			**19**	**24**	**12**	**55**
Nevada, Univ. of (Total)			19	24	3	46
Las Vegas Campus			3		1	4
Reno Campus			16	24	2	42
Reno Bus. Coll., Reno					9	9
NEW HAMPSHIRE	**24**	**19**	**101**	**72**	**15**	**188**
Colby Jr. Coll. for Women, New London	1	1	3			3
Dartmouth Coll., Hanover	7	7	47	25	5	77
Keene State Coll., Keene		1		2		2
Mt. St. Mary Coll., Hooksett			4			4
New England Coll., Henniker	2		4			4
New Hampshire, Univ. of, Durham	12	8	33	45	7	85
Notre Dame Coll., Manchester					1	1
Plymouth State Coll., Plymouth	1	1			2	2
St. Anselm's Coll., Manchester	1	1	6			6
NEW JERSEY	**88**	**40**	**423**	**528**	**156**	**1,107**
Bloomfield Coll., Bloomfield			10			10
Caldwell Coll. for Women, Caldwell			6			6
Centenary Coll. for Women, Hackettstown	1		2			2
Don Bosco Coll., Newton			11		1	12
Drew Univ., Madison	1	4	14	21	5	40
Fairleigh Dickinson Univ. (Total)	6	4	117	1	2	120
Florham-Madison Campus			9		2	11
Rutherford Campus	6	4	35	1		36
Teaneck Campus			73			73
Georgian Court Coll., Lakewood			13			13
Glassboro State Coll., Glassboro		1	3		1	4
Immaculate Conception Sem., Darlington		2				
Jersey City State Coll., Jersey City		1	3		1	4
Lutheran Collegiate Bible Inst., Teaneck			5			5
Monmouth Coll., West Long Branch			5			5
Montclair State Coll., Upper Montclair		2	3	3		6
Muhlenberg Hosp. Sch. of Medical Technology, Plainfield					3	3
Newark Beth Israel Hosp. Sch. of Nursing, Newark			1	7	40	48
Newark Coll. of Engineering, Newark	9		10	11	1	22
Newark State Coll., Union	1	1	7		1	8
New Brunswick Theo. Sem., New Brunswick			2	1	1	4
Northeastern Collegiate Bible Inst., Essex Fells					2	2
Passaic General Hosp. Sch. of Nursing, Passaic			1		49	50
Princeton Theo. Sem., Princeton	2		2	31	4	37
Princeton Univ., Princeton	29	15	74	225	21	320
Rutgers, The State Univ., New Brunswick	22	5	35	162	22	219
St. Elizabeth, Coll. of, Convent Station			11			11
St. Gabriel's Coll., Lakewood			19			19
St. Joseph's Hosp. Sch. of Nursing, Paterson			1			1
St. Peter's Coll., Jersey City	1		1			1
Seton Hall Univ., South Orange	4		11	37		48
Shelton Coll., Cape May			6		1	7
Stevens Inst. of Technology, Hoboken	9	2	11	26		37
Tombrock Jr. Coll., Paterson			2			2
Trenton Jr. Coll., Trenton	1					
Trenton State Coll., Trenton	1	3	8	3		11
Upsala Coll., East Orange	1		14			14
Villa Walsh Coll., Morristown			10			10
Westminster Choir Coll., Princeton			5		1	6
NEW MEXICO	**10**	**11**	**327**	**173**	**24**	**524**
Eastern New Mexico Univ., Portales	1		4	7	2	13
New Mexico Highlands Univ., Las Vegas	3		10	25		35
New Mexico Inst. of Mining & Technology, Socorro		1	4	13		17
New Mexico Military Inst., Roswell		1	2			2
New Mexico State Univ., University Park		2	122	48	6	176
New Mexico, Univ. of, Albuquerque	6	7	164	80	13	257
St. Joseph on the Rio Grande, Coll. of, Albuquerque			12		1	13
St. Michael's Coll., Santa Fe			6			6
Western New Mexico Univ., Silver City			3		2	5
NEW YORK	**1,216**	[illegible]	[illegible]	**4,510**	[illegible]	[illegible]
Acad. of Aeronautics, LaGuardia Airport			20	1		21
Adelphi Univ. (Total)	4	3	41			41
Adelphi Suffolk Coll., Oakdale			4			4
Adelphi Univ., Garden City	4	3	37			37
Albany Bus. Coll., Albany			6			6
*Alfred Univ., Alfred	6		13	7	2	22
American Acad. of Dramatic Arts, New York			3		9	12
American Inst. for Psychoanalysis, New York				1	2	3
Art Career Sch., New York			2		3	5
Art Students League of New York, New York			8	3	44	55
Atlantic State Chiropractic Inst., New York			3			3
Auburn Community Coll., Auburn			5			5

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*These figures include the institutions affiliated with Alfred University, which is listed separately under the State University of New York.

	[illegible]	U.S. [illegible]	STUDENTS			
			U	G	O	T
Bank Street Coll. of Education, New York	1			1		1
Baptist Bible Sem., Johnson City			1			1
Bard Coll., Annandale-on-Hudson	4		7			7
Bennett Coll., Millbrook	4		6			6
Biblical Sem. in New York, The, New York	1	1				
Briarcliff Coll., Briarcliff Manor			10		1	11
Brooklyn Museum Art Sch., New York			5	4	15	24
Broome Tech. Community Coll., Binghamton	1	1				
Bryant & Stratton Bus. Inst., Buffalo			6			6
Buffalo Diocesan Prep. Sem., Buffalo	1	1				
Canisius Coll., Buffalo			11		1	12
Catherine McAuley Coll., Rochester			4			4
Cazenovia Coll., Cazenovia		1	6		1	7
Chiropractic Inst. of New York, New York				4		4
Christ the King Sem., St. Bonaventure			3			3
City Univ. of New York, The (Total)	33	44	190	25	223	438
Bronx Community Coll., New York			62	1	3	66
Brooklyn Coll., New York	16	10	16			16
City Coll., New York	7	15	41	1		42
Hunter Coll., New York	7	13	35	9		[illegible]
Queens Coll., New York	1	4	48	12	217	277
Queensborough Community Coll., New York			6	2	3	11
Staten Island Community Coll., New York			2			2
Clarkson Coll. of Technology, Potsdam	3	1	25			25
Colgate Rochester Divinity Sch., Rochester				7	3	10
Colgate Univ., Hamilton		4	3			3
Collegiate Bus. Inst., New York			5		2	7
Columbia Inst. of Chiropractic, New York			4			4
Columbia Univ. (Total)	235	75	425	1,401	527	2,353
Barnard Coll., New York	7	1	27			27
Coll. of Pharmacy, New York			10	13	1	24
Columbia Univ., New York	224	61	351	1,149	500	2,000
Teachers Coll., New York	4	13	37	239	26	302
Cooper Union, New York			8	4		12
†Cornell Univ. (Total)	172	91	235	712	61	1,008
Cornell Univ., Ithaca	60	34	153	615	55	823
Cornell Univ. Medical Coll., New York	65	11		2		2
Corning Community Coll., Corning			3	1		4
Dalcroze Sch. of Music, New York					3	3
Diller-Quaile Sch. of Music, New York					1	1
Divine Word Sem., Conesus	2	1	19		1	20
Dominican Coll. of Blauvelt, Blauvelt			2		1	3
Drake Business Sch., Bronx					6	6
Drake Business Sch., Flushing					1	1
Drake Business Sch., New York City					9	9
D'Youville Coll., Buffalo			4		3	7
Eastern Sch. for Physicians Aides, New York					2	2
Elim Bible Inst., Lima			14			14
Elmira Coll., Elmira	3	2	3		5	8
Erie County Tech. Inst., Buffalo			3			3
Eymard Prep. Sem., Hyde Park	1					
Fashion Inst. of Technology, New York			53			53
Finch Coll., New York		2	4			4
Fordham Univ. (Total)	12	8	41	58	2	101
Fordham Univ., New York	12	8	34	57	2	93
Philosophy & Letters, Coll. of Shrub Oak			7	1		8
General Theo. Sem., New York	1	1	4	3	2	9
Good Counsel Coll., White Plains			8			8
Hamilton Coll., Clinton	5	1	9		6	15
Harlem Hosp. Sch. of Anesthesia, New York					3	3
Hartwick Coll., Oneonta			13	1		14
Hebrew Union Coll.-Jewish Inst. of Religion, New York		4		3	1	4
Hobart & William Smith Colls., Geneva		3	13		1	14
Hofstra Univ., Hempstead		4	17	1		18
Holy Trinity Orthodox Sem., Jordanville			10			10
Houghton Coll., Houghton			18			18
Hudson Valley Community Coll., Troy	1					
[illegible]surance Coll. of New York			7	1	20	28
Iona Coll., New Rochelle		2	16			16
Ithaca Coll., Ithaca	3		25	2	1	28
Jewish Theo. Sem. of America, New York	1	4	19	4		23
Juilliard Sch. of Music, New York			45	7	38	90
Katharine Gibbs Sch., New York			1		1	2
Kenwood Normal Training Sch., New York			4	1		5
Keuka Coll., Keuka Park	2		2		4	6
King's Coll., Briarcliff Manor			6			6
Laboratory Inst. of Merchandising, New York			2			2
La Salette Sem., Altamont			1			1
Latin American Inst., New York			4			4
LeMoyne Coll., Syracuse	1		6			6
Long Island Univ. (Total)	2	1	[illegible]	37	1	[illegible]
Brooklyn Center	1	1	57	26		[illegible]
C. W. Post Coll., Brookville	1		16	11	1	28
Lycee Francais de New York, New York			22			22
Manhattan Coll., Riverdale	1	2	13	2		15
Manhattan Medical & Dental Assistants Sch., New York			9		27	36
Manhattan Sch. of Music, New York			24	5	2	31
Manhattanville Coll. of the Sacred Heart, Purchase			26		2	28
Mannes Coll. of Music, New York	1		6	3	3	12
Maria Regina Coll., Syracuse	2	1	1			1
Marist Coll., Poughkeepsie	1	1	12			12
Maryknoll Sem., Maryknoll				1	1	2
Marymount Coll., Tarrytown	6		23			23
Marymount Manhattan Coll., New York		1	12			12
Mary Rogers Coll. of Maryknoll, Maryknoll		2				
Mater Christi Sem., Albany	1					
Mater Dei Coll., Ogdensburg			2			2
Mercy Coll., Dobbs Ferry		2	4			4
Mercy Hosp. Sch. of Nursing, Buffalo			1			1
Mills Coll. of Education, New York			1		3	4
Misericordia Hosp. Sch. of Nursing, New York			5			5
Mt. Alvernia Theo. Sem., Wappingers Falls				3		3
Mt. St. Alphonsus Sem., Esopus		1		10		10
Mt. St. Joseph Coll., Buffalo			10	2		12
Mt. St. Mary Coll., Newburgh			1			1

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† These figures include those institutions affiliated with Cornell University, which are listed separately under the State University of New York.

	Foreign scholars	U.S. faculty	Students U	G	O	T
Mt. St. Vincent, Coll. of, Mt. St. Vincent-on-Hudson	1		7			7
Mt. Sinai Hosp. Sch. of Nursing, New York				17	9	26
Murry & Leonie Guggenheim Dental Clinic, New York				71		71
Nassau Community Coll., Garden City			9			9
Nazareth Coll. of Rochester, Rochester	4		5		3	8
New Rochelle, Coll. of, New Rochelle	2		10			10
New Sch. for Social Research, New York		2	1	148	12	161
New York City Community Coll., New York		1	68			68
New York Coll. of Music, New York			6			6
New York Inst. of Dietetics, New York			23			23
New York Inst. of Photography, New York					11	11
New York Inst. of Technology, New York			20			20
New York Medical Coll., New York	14			4		4
New York Phoenix Sch. of Design, New York			4			4
New York Sch. of Interior Design, New York			17		4	21
New York Univ., New York	150	39	565	799	1,633	2,997
Niagara Univ., Niagara University			42	9	9	60
Notre Dame Coll. of Staten Island, New York			1			1
Nyack Missionary Coll., Nyack		1	13		1	14
Orange County Community Coll., Middletown	3		4			4
Our Lady of Martyrs Tertianship, Auriesville			1	1	3	5
Pace Coll., New York	1		62			62
Pan-American Art Sch., New York			10		1	11
Parsons Sch. of Design, New York			39		8	47
Passionist Monastic Sem., New York			1			1
Paul Smith's Coll. of Arts & Sciences, Paul Smiths			8			8
Polytechnic Inst. of Brooklyn, The, New York	19	7	13	116	3	132
Pratt Inst., New York	4	3	33	22	6	61
Queen of the Apostles Coll., Harriman	1					
RCA Insts., New York	1	1	7	1	30	38
Rensselaer Polytechnic Inst., Troy	6	1	85	106	3	194
Roberts Wesleyan Coll., North Chili			20			20
Rochester Bus. Inst., Rochester			2		1	3
Rochester Inst. of Technology, Rochester	4		41	1	11	53
Rochester, Univ. of, Rochester	71	17	25	167	9	201
Rockefeller Inst., New York	34			10		10
Rosary Hill Coll., Buffalo			8			8
Russell Sage Coll. (Total)			10			10
Jr. Coll. of Albany, Albany			2			2
Russell Sage Coll., Troy			8			8
St. Bernardine of Siena Coll., Loudonville			6			6
St. Bernard's Sem. & Coll., Rochester			2			2
St. Bonaventure Univ., St. Bonaventure			19	4		23
St. Charles Sem., New York	1		2	7	2	11
St. Francis Coll., New York			5			5
St. John Fisher Coll., Rochester			4			4
St. John's Univ., New York	42	4	30	11		41
St. John Vianney Sem., East Aurora					8	8
St. Joseph's Coll. for Women, New York			3			3
St. Joseph's Seraphic Sem., Callicoon		1	1			1
St. Lawrence Univ., Canton	4	3	18		2	20
St. Luke's Hosp. Sch. of Nursing, New York				1	60	61
St. Pius X Sem., Garrison		1	2			2
St. Rose, Coll. of, Albany		1	7			7
St. Vladimir's Orthodox Theo. Sem., Tuckahoe			1	2	6	9
Santa Maria Jr. Coll., Buffalo			1	3		4
Sarah Lawrence Coll., Bronxville	1	2	6			6
Skidmore Coll., Saratoga Springs	4	5	7			7
State Univ. of New York (Total)	245	89	379	631	77	1,087
Agricultural & Tech. Inst. at Alfred	2		8		2	10
Agricultural & Tech. Inst. at Cobleskill	1		5		1	6
Agricultural & Tech. Inst. at Delhi			1		1	2
Agricultural & Tech. Inst. at Farmingdale			12		2	14
Agricultural & Tech. Inst. at Morrisville			2		1	3
Coll. of Agriculture at Cornell Univ.	24	26	71	227	19	317
Coll. of Ceramics at Alfred Univ.			9	5	2	16
Coll. of Forestry at Syracuse Univ.	11	8	2	68	1	71
Coll. of Home Economics at Cornell Univ.	1	1	2	34	2	38
Coll. of Medicine, Syracuse	9	1		2		2
Downstate Medical Center, New York	50	6		2		2
Dutchess Community Coll., Poughkeepsie			7		1	8
Graduate Sch. of Public Affairs, Albany				3		3
Maritime Coll., Fort Schuyler		1	3			3
Sch. of Industrial & Labor Relations at Cornell Univ.	4	3	5	16	7	28
State Univ. Coll. at Brockport		3	1		3	4
State Univ. Coll. at Buffalo	6	3	26	9	7	42
State Univ. Coll. at Cortland	5	1	2			2
State Univ. Coll. at Fredonia	1	3	11		2	13
State Univ. Coll. at Geneseo	2	5	4	6		10
State Univ. Coll. at New Paltz	13		22	9		31
State Univ. Coll. at Oneonta		1	6			6
State Univ. Coll. at Oswego	3	3	15	4	3	22
State Univ. Coll. at Plattsburgh	2	2	3	1	8	12
State Univ. Coll. at Potsdam	10		4			4
State Univ. of New York at Albany	2	10	13	24	6	43
State Univ. of New York at Binghamton		7	3	4		7
State Univ. of New York at Buffalo	69	16	117	181	9	307
State Univ. of New York at Stony Brook	13			21		21
Veterinary Coll. at Cornell Univ.	9	2	5	15		20
[1]Syracuse Univ. (Total)	34	8	87	560	159	806
Syracuse Univ., Syracuse	23	24	70	232	70	372

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[1] These figures include the institutions affiliated with Syracuse University, which is listed separately under the State University of New York.

	Foreign scholars	U.S. faculty	Students			
			U	G	O	T
University Coll.				3	88	91
University Coll., Endicott Center			6			6
University Coll., Poughkeepsie-Kingston Center				56		56
Utica Coll. of Syracuse Univ.			7			7
Tamara Daykarhanova Sch. for the Stage, New York					3	3
Tobe-Coburn Sch. for Fashion Careers, New York					6	6
Traphagen Sch. of Fashion, New York			3		14	17
Union Coll. & Univ. (Total)	8	6	8	8	12	28
Albany Campus				5	3	6
Schenectady Campus	2	4	8		9	17
Union Theo. Sem., New York	5		2	53	10	65
United States Merchant Marine Acad., Kings Point		2			10	10
United States Military Acad., West Point	4	2	13			17
Vassar Coll., Poughkeepsie	9	9	29	1		30
Voorhees Tech. Inst., New York	1		8		2	10
Wagner Coll., New York	1	1	6	6		12
Watchtower Bible Sch. of Gilead, New York			1		73	74
Wells Coll., Aurora	1	2	3			3
Westchester Community Coll., Valhalla			8	1		9
William Alanson White Inst. of Psychiatry, New York				1		1
Yeshiva Univ., New York	80	12	71	29	3	103
NORTH CAROLINA	112	86	387	572	78	1,037
Agricultural & Tech. Coll., Greensboro	4	2	12		1	13
Appalachian State Teachers Coll., Boone			1	20		21
Elizabeth City State Teachers Coll., Elizabeth City	4					
Asheville Biltmore Coll., Asheville			2			2
Atlantic Christian Coll., Wilson			2			2
Belmont Abbey Coll., Belmont	3	1	6			6
Bennett Coll., Greensboro	2	1	10			10
Bowman Gray Sch. of Medicine, Winston-Salem				4		4
Brevard Coll., Brevard			2			2
Campbell Coll., Buies Creek			12			12
Catawba Coll., Salisbury			2		1	3
Chowan Coll., Murfreesboro			3			3
Davidson Coll., Davidson	1	1	4		11	15
Dell Sch. of Medical Technology, Asheville					1	1
Duke Univ., Durham	60	13	11	131	8	150
East Carolina Coll., Greenville	1		7	1		8
Elon Coll., Elon College			2			2
Gardner-Webb Coll., Boiling Springs			2			2
Greensboro Coll., Greensboro			1			1
Guilford Coll. (Total)	1		9			9
Guilford Coll., Greensboro Division, Greensboro	1		3			3
Guilford Coll., Guilford Coll. Branch, Greensboro			6			6
High Point Coll., High Point			2			2
Johnson C. Smith Univ., Charlotte		1	4			4
Lenoir Rhyne Coll., Hickory			1			1
Livingstone Coll., Salisbury	3		8			8
Mars Hill Coll., Mars Hill	1		9			9
Meredith Coll., Raleigh			5		2	7
Methodist Coll., Fayetteville	1					
Mitchell Coll., Statesville			1			1
Mt. Olive Jr. Coll., Mt. Olive			1			1
North Carolina Coll. at Durham		1	8	1	1	10
North Carolina, Univ. of (Total)	61	32	147	611	43	801
North Carolina State of the Univ. of North Carolina at Raleigh	16	8	123	272	28	423
North Carolina, Univ. of, Chapel Hill	36	21	22	138	15	172
North Carolina, Univ. of at Greensboro	8	3	4	4		8
North Carolina Wesleyan Coll., Rocky Mount	2		4			4
Pfeiffer Coll., Misenheimer		2	1			1
Piedmont Bible Coll., Winston-Salem			2			2
Queens Coll., Charlotte					3	3
Sacred Heart Jr. Coll. & Acad., Belmont			12			12
St. Augustine's Coll., Raleigh			5			5
Salem Coll., Winston-Salem	1				2	2
Shaw Univ., Raleigh			9			9
Southeastern Baptist Theo. Sem., Wake Forest		3		1	4	5
Wake Forest Coll., Winston-Salem	2	1	7	3		10
Warren Wilson Coll., Swannanoa	1		53			53
Western Carolina Coll., Cullowhee	1		1			1
Winston-Salem State Coll., Winston-Salem					1	1
NORTH DAKOTA	7	5	[illegible]	116	9	[illegible]
Assumption Coll., Richardton		5				
Bismarck Jr. Coll., Bismarck			2			2
Dickinson State Coll., Dickinson			12			12
Ellendale State Coll., Ellendale			1			1
Jamestown Coll., Jamestown	3		6			6
Mary Coll., Bismarck			2			2
North Dakota Sch. of Forestry, Bottineau			3			3
North Dakota State Sch. of Science, Wahpeton			7			7
North Dakota State Univ., Fargo			57	77	4	138
North Dakota, Univ. of, Grand Forks	4		313	39	5	357
OHIO	322	201	1,161	[illegible]	150	[illegible]
Air Force Inst. of Technology, Wright-Patterson Air Force Base	2	2		3		3
Akron, Univ. of, Akron	4		55	40	1	96
Antioch Coll., Yellow Springs	2	1	8	1	6	15
Ashland Coll., Ashland	3		9		1	10
Athenaeum of Ohio, Norwood			1			1
Baldwin-Wallace Coll., Berea		1	15		1	16
Bluffton Coll., Bluffton	2	3	12		1	13
Bowling Green State Univ., Bowling Green	2	17	37	22	2	61
Capital Univ., Columbus			7			7
Carnegie Coll., Cleveland					1	1
Case Inst. of Technology, Cleveland	30	7	21	65	1	87
Cedarville Coll., Cedarville			1			1
Central State Coll., Wilberforce	6		35		1	36
Cincinnati Bible Sem., Cincinnati			2	2	1	5
Cincinnati Coll. of Embalming, Cincinnati					1	1
Cincinnati, Univ. of, Cincinnati	7		49	101	12	162
Cleveland Inst. of Art, Cleveland			1		1	2
Cleveland Inst. of Music, Cleveland			4	1	1	6

	[illegible]	[illegible]	STUDENTS			
			U	G	O	T
Columbus Coll. of Art & Design, Columbus			2			2
Davis Bus. Coll., Toledo					1	1
Dayton, Univ. of, Dayton		2				
Defiance Coll., Defiance		7	4			4
Denison Univ., Granville	1	5	6		1	7
Dyke Coll., Cleveland			3			3
Evangelical Lutheran Theo. Sem., Columbus		2				
Fenn Coll., Cleveland			4			4
Findlay Coll., Findlay			1			1
Franklin Univ., Columbus			5			5
God's Bible Sch. & Coll., Cincinnati			1	1	1	3
Grailville Inst., Loveland					2	2
Hebrew Union Coll.-Jewish Inst. of Religion, Cincinnati		3	1	17		18
Heidelberg Coll., Tiffin		2	7			7
Hiram Coll., Hiram		1	8		2	10
Institutum Divi Thomae, Cincinnati				7		7
John Carroll Univ., Cleveland	3	1	15	6	2	23
Kent State Univ., Kent	12	1	60	32	8	100
Kenyon Coll., Gambier	1	2	2			2
Lake Erie Coll., Painesville	1	5	5			5
Lourdes Jr. Coll., Sylvania		3				
Malone Coll., Canton			3			3
Marietta Coll., Marietta			9		1	10
Mary Manse Coll., Toledo			6			6
Miami-Jacobs Coll., Dayton			1			1
Miami Univ., Oxford	14	5	37	18	9	64
Mt. Carmel Hosp. Sch. of Nursing, Columbus					1	1
Mt. Union Coll., Alliance			16			16
Muskingum Coll., New Concord		2	8		2	10
Notre Dame Coll., Cleveland			4			4
Oberlin Coll., Oberlin		1	25	18	3	46
Ohio Coll. of Applied Science, Cincinnati			3			3
Ohio Coll. of Podiatry, Cleveland				3		3
Ohio Northern Univ., Ada			26			26
Ohio State Univ., Columbus	80	27	142	421	64	627
Ohio Univ., Athens	10	34	88	30	15	133
Ohio Wesleyan Univ., Delaware	1	1	55		1	56
Otterbein Coll., Westerville	3	1	12		3	15
Our Lady of Cincinnati Coll., Cincinnati	1		22			22
Pontifical Coll. Josephinum, Worthington	4	1				
Rio Grande Coll., Rio Grande			1			1
St. John Coll. of Cleveland, Cleveland		1	1			1
St. Mary's Sem., Cleveland				1		1
St. Paul's Monastery, Canfield					1	1
St. Stanislaus Novitiate, Cleveland				14		14
Sinclair Coll., Dayton			1			1
Steubenville, The Coll. of, Steubenville			4			4
Tiffin Univ., Tiffin			4			4
Toledo, Univ. of, Toledo	5	2	59	17	1	77
United Theo. Sem., Dayton			1		1	2
Urbana Coll., Urbana			2			2
Ursuline Coll. for Women, Cleveland			2			2
Walsh Coll., Canton			11			11
Western Coll. for Women, Oxford	1	1	64		1	65
Western Reserve Univ., Cleveland	114	17	24	91	1	116
Wilberforce Univ., Wilberforce			30			30
Wilmington Coll., Wilmington	1	2	22		1	23
Wittenberg Univ., Springfield	2		15	4	2	21
Wooster, Coll. of, Wooster	1	1	11			11
Xavier Univ., Cincinnati			10	28	2	40
Youngstown Univ., Youngstown			66	1	2	69

	[illegible]	[illegible]	STUDENTS			
			U	G	O	T
OKLAHOMA	**31**	**30**	**785**	**526**	**81**	**1,392**
Bethany Nazarene Coll., Bethany			6	1		7
Central Oklahoma State Coll., Edmond	3		26	1	2	29
Central Pilgrim Coll., Bartlesville		1				
East Central State Coll., Ada			10			10
Eastern Oklahoma A. & M. Coll., Wilburton			11			11
El Reno Jr. Coll., El Reno			1			1
Langston Univ., Langston	1		2		2	4
Murray State Agricultural Coll., Tishomingo			3			3
Northeastern Oklahoma A. & M. Coll., Miami			53	2	1	56
Northwestern State Coll., Alva			10			10
Oklahoma Baptist Univ., Shawnee		4	17		1	18
Oklahoma Christian Coll., Oklahoma City		2	16	1		17
Oklahoma City Univ., Oklahoma City		1	25	1	1	27
Oklahoma Coll. for Women, Chickasha			6			6
Oklahoma State Univ. of Agriculture & Applied Science, Stillwater	14	17	149	307	54	510
Oklahoma, Univ. of (Total)	10	7	190	211	14	415
Norman Campus	10	7	189	201	13	403
Oklahoma City Campus			1	10	1	12
Panhandle A. & M. Coll., Goodwell			8	1		9
Phillips Univ., Enid			16	1	1	18
St. Gregory's Coll., Shawnee	1	1	19			19
Seminole Jr. Coll., Seminole			2			2
Southeastern State Coll., Durant			8		1	9
Southwestern State Coll., Weatherford			21			21
Tulsa Bus. Coll., Tulsa					1	1
Tulsa, Univ. of, Tulsa		2	96	30	3	129
OREGON	**181**	**70**	**753**	**511**	**100**	**1,364**
Cascade Coll., Portland			17			17
Central Oregon Coll., Bend					1	1
Clatsop Coll., Astoria			2			2
Concordia Coll., Portland			2			2
Conquerors Bible Coll., Portland			2			2
Eastern Oregon Coll., La Grande			20	2		22
George Fox Coll., Newberg			7		1	8
Lewis & Clark Coll., Portland	2	3	30	2	[illegible]	35
Linfield Coll., McMinnville		1	17			17
Marylhurst Coll., Marylhurst			11			11
Mt. Angel Coll., Mt. Angel			4			4
Mt. Angel Minor Sem., St. Benedict		2	3			3
Multnomah Coll., Portland			63		1	64
Multnomah Sch. of the Bible, Portland		1	14	3	1	18
Museum Art Sch., Portland		1	2			2
Northwest Christian Coll., Eugene			8		3	11
Oregon Coll. of Education, Monmouth		1		1		1
Oregon State Univ., Corvallis	38	16	166	173	11	350
Oregon Tech. Inst., Klamath Falls		3	14		3	17
Oregon, Univ. of (Total)	69	26	205	306	40	551
Eugene Campus	25	21	200	294	38	532
Portland Campus	44	5	5	12	2	19
Pacific Univ., Forest Grove		1	33	6	4	43
Portland State Coll., Portland	10	10	41	1	25	67
Portland, Univ. of, Portland		1	46	13	2	61
Reed Coll., Portland	1	3	8		2	10

	[illegible]	U.S. [illegible]		STUDENTS		
			U	G	O	T
Southern Oregon Coll., Ashland	1	2	14			14
Walla Walla Coll. Sch. of Nursing, Portland (Affil. with Walla Walla Coll., College Place, Washington)			5		1	6
Warner Pacific Coll., Portland			6			6
Western Conservative Baptist Theo. Sem., Portland				4	1	5
Western Evangelical Sem., Portland				1		1
Willamette Univ., Salem		3	7	1	2	10
PENNSYLVANIA	411	102	1,170	1,011	640	[illegible]
Acad. of the New Church, Bryn Athyn			9	1	3	13
Albert Einstein Medical Center Sch. of Nursing, Philadelphia				1		1
Albright Coll., Reading			6			6
Allegheny Coll., Meadville			6		8	14
Alvernia Coll., Reading			3		1	4
Baptist Inst. for Christian Workers, Bryn Mawr			2			2
Beaver Coll., Glenside			6			6
Bryn Mawr Coll., Bryn Mawr	3	6	24	20	7	51
Bucknell Univ., Lewisburg	2	1	16	11	7	34
Carnegie Inst. of Technology, Pittsburgh	32	6	30	121	6	157
Cedar Crest Coll., Allentown	1		1			1
Chatham Coll., Pittsburgh	1	1	1		1	2
Chestnut Hill Coll., Philadelphia		1	6			6
Cheyney State Coll., Cheyney			1			1
Christ the Saviour Sem., Johnstown	1					
Clarion State Coll., Clarion	1		2			2
College Misericordia, Dallas			17			17
Crozer Theo. Sem., Chester				1		1
Curtis Inst. of Music, Philadelphia			12			12
Delaware Valley Coll. of Science & Agriculture, Doylestown			6			6
Dickinson Coll., Carlisle			15		3	18
Drexel Inst. of Technology, Philadelphia	5	1	57	45	3	105
Dropsie Coll., Philadelphia				15	1	16
Duquesne Univ., Pittsburgh	18	1	9	32	1	41
East Stroudsburg State Coll., East Stroudsburg	2					
Eastern Baptist State Coll., St. Davids			4		3	7
Eastern Baptist Theo. Sem., Philadelphia		2		4	1	5
Eastern Pilgrim Coll., Allentown			4			4
Edinboro State Coll., Edinboro			1			1
Elizabethtown Coll., Elizabethtown			3			3
Faith Theo. Sem., Philadelphia			13	16	1	30
Franklin & Marshall Coll., Lancaster		3	8			8
Gannon Coll., Erie	2	2	11			11
Geneva Coll., Beaver Falls		1	5			5
Gettysburg Coll., Gettysburg	3		1		1	2
Grove City Coll., Grove City			4		1	5
Gwynedd Mercy Jr. Coll., Gwynedd Valley			2		4	6
Hahnemann Medical Coll., Philadelphia				6		6
Harcum Jr. Coll., Bryn Mawr			2			2
Haverford Coll., Haverford	1	6	7		2	9
Holy Family Coll., Philadelphia	2		7			7
Immaculata Coll., Immaculata			7			7
Indiana State Coll., Indiana			5			5
Juniata Coll., Huntingdon	1		1			1
Keystone Jr. Coll., La Plume			8		1	9
King's Coll., Wilkes-Barre	3		2			2
Kutztown State Coll., Kutztown		2				
Lafayette Coll., Easton		1	23			23
Lancaster Theo. Sem., Lancaster			1	2		3
Lasalle Coll., Philadelphia	2	1	4			4
Lebanon Valley Coll., Annville			7			7
Lehigh Univ., Bethlehem	8		38	88	1	127
[illegible] Sch. The., Philadelphia			2	1		3
Lincoln Univ., Lincoln University	2		64		40	104
Lutheran Theo. Sem., Gettysburg	1				1	1
Lutheran Theo. Sem., Philadelphia			2	1	1	4
Lycoming Coll., Williamsport			4			4
Manor Jr. Coll., Jenkintown			1			1
Mary Immaculate Sem. & Coll., Northampton			1	4		5
Marywood Coll., Scranton	1	1	16	2	2	20
Mercyhurst Coll., Erie			2			2
Messiah Coll., Grantham			9		1	10
Millersville State Coll., Millersville		1	5	1		6
Moore Coll. of Art, Philadelphia	1		2			2
Moravian Coll., Bethlehem		2	14	2		16
Mt. Aloysius Jr. Coll., Cresson			1			1
Mt. Mercy Coll., Pittsburgh			11			11
Muhlenberg Coll., Allentown	1		2			2
Peirce Jr. Coll., Philadelphia			12		1	13
Penn Hall Jr. Coll., Chambersburg			2			2
Pennsylvania Acad. of Fine Arts, Philadelphia			6			6
Pennsylvania Military Coll., Chester	4		9			9
Pennsylvania State Coll. of Optometry, Philadelphia			1	1		2
Pennsylvania State Univ., University Park	66	41	63	208	11	282
Pennsylvania, Univ. of, Philadelphia	80	25	119	855	278	1,252
Philadelphia Coll. of Art, Philadelphia			6	1		7
Philadelphia Coll. of the Bible, Philadelphia			13			13
Philadelphia Coll. of Osteopathy, Philadelphia				2		2
Philadelphia Coll. of Pharmacy & Science, Philadelphia			30	7		37
Philadelphia Coll. of Textiles & Science, Philadelphia			65		6	71
Philadelphia Musical Acad., Philadelphia	1					
Pittsburgh Theo. Sem., Pittsburgh			3	9	3	15
Pittsburgh, Univ. of (Total)	104	50	41	260	17	318
Bradford Campus			4			4
Johnstown Campus			4			4
Pittsburgh Campus	104	50	33	260	17	310
Point Park Jr. Coll., Pittsburgh	4		12		3	15
Presbyterian Hosp. Sch. of Nursing, Philadelphia					1	1
Protestant Episcopal Church, Divinity Sch. of the, Philadelphia		1			1	1
Reformed Episcopal Sem., Philadelphia				2		2
Reformed Presbyterian Theo. Sem., Pittsburgh				1		1
Robert Morris Jr. Coll., Pittsburgh			6			6

	FOREIGN SCHOLARS	U.S. FACULTY	STUDENTS U	G	O	T
	1					
Rosemont Coll., Rosemont			9			9
St. Agnes Hosp. Sch. of Nursing, Philadelphia			1			1
St. Charles Borromeo Sem., Philadelphia					2	2
St. Francis General Hosp. & Rehabilitation Inst., Pittsburgh					1	1
St. Joseph's Coll., Philadelphia	6	2	7			7
St. Paul's Monastery Sch., Pittsburgh			7			7
St. Vincent Coll., Latrobe			9			9
Scranton, Univ. of, Scranton			9	2		11
Seton Hill Coll., Greensburg					2	2
Shippensburg State Coll., Shippensburg			3		1	5
Slippery Rock State Coll., Slippery Rock	1					
Spring Garden Inst., Philadelphia	6	6	3	2	7	12
Susquehanna Univ., Selinsgrove			4			4
Swarthmore Coll., Swarthmore	2	3	30	1	2	33
Temple Univ. (Total)	4	3	35	97	8	140
Ambler Campus			1			1
Philadelphia Campus	4	3	34	97	8	139
Thiel Coll., Greenville	1		2		2	4
Ursinus Coll., Collegeville			8		2	10
Valley Forge Military Jr. Coll., Wayne			1			1
Villa Maria Coll., Erie			7		2	9
Villanova Univ., Villanova	1		80	69	2	151
Washington & Jefferson Coll., Washington	1		5			5
Waynesburg Coll., Waynesburg	2		8			8
West Chester State Coll., West Chester	4	1	1			1
Westminster Coll., New Wilmington	5		5			5
Westminster Theo. Sem., Philadelphia			16	9	1	26
Wilkes Coll., Wilkes-Barre			12			12
Wills Eye Hosp. Sch. of Nursing, Philadelphia				19	1	20
Wilson Coll., Chambersburg			5		1	6
Woman's Medical Coll. of Pennsylvania, Philadelphia				3		3
York Jr. Coll., York			2			2
RHODE ISLAND	**60**	**27**	**188**	**201**	**13**	**415**
Barrington Coll., Barrington			13			13
Brown Univ., Providence	39	17	17	150	5	178
Bryant Coll., Providence			8		2	10
Providence Coll., Providence		4	6	1		7
Rhode Island Coll., Providence	2	1				
Rhode Island Sch. of Design, Providence	5	2	20			20
Rhode Island, Univ. of, Kingston	16	3	53	84	6	143
Roger Williams Jr. Coll., Providence			1			1
Salve Regina Coll., Newport	1		14			14
Zion Bible Inst., East Providence			20			20
SOUTH CAROLINA	**24**	**9**	**180**	**79**	**29**	[illegible]
Bob Jones Univ., Greenville			59	4		63
Citadel, The—The Military Coll. of South Carolina, Charleston		1	2			2
Clemson Univ., Clemson	5	1	19	16	1	36
Columbia Bible Coll., Columbia			11	8	4	23
Columbia Coll., Columbia			2			2
Converse Coll., Spartanburg		1			1	1
Erskine Coll., Due West	2	1	2	1		3
Friendship Jr. Coll., Rock Hill			1			1
Furman Univ., Greenville			4	1		5
Holmes Theo. Sem., Greenville			2		1	3
Limestone Coll., Gaffney		1	1			1
Lutheran Theo. Southern Sem., Columbia		1		1	1	2
Newberry Coll., Newberry	1					
North Greenville Jr. Coll., Tigerville			1			1
Presbyterian Coll., Clinton			1			1
South Carolina, Medical Coll. of, Charleston	4	1				
South Carolina State Coll., Orangeburg	3		1			1
South Carolina, Univ. of, Columbia	1	2	55	80	6	141
Winthrop Coll., Rock Hill	1		1	7	2	10
Wofford Coll., Spartanburg	2		2			2
SOUTH DAKOTA	**16**	**6**	[illegible]	[illegible]	**8**	[illegible]
Augustana Coll., Sioux Falls		1	80			80
Black Hills Teachers Coll., Spearfish			1			1
Dakota Wesleyan Univ., Mitchell	2		12			12
Huron Coll., Huron			5			5
Mt. Marty Coll., Yankton			15		1	16
North American Baptist Sem., Sioux Falls			2	3	2	7
Northern State Coll., Aberdeen			1			1
Sioux Falls Coll., Sioux Falls			14			14
South Dakota Sch. of Mines & Technology, Rapid City		1	24	13	1	38
South Dakota State Univ., Brookings	9	2	16	20	3	39
South Dakota, State Univ. of, Vermillion	5	2	10	7	1	18
Yankton Coll., Yankton			6			6
TENNESSEE	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
American Baptist Theo. Sem., Nashville			4			4
Austin Peay State Coll., Clarksville	2		8		5	13
Bethel Coll., McKenzie			9			9
Carson-Newman Coll., Jefferson City	2		4			4
Chattanooga, Univ. of, Chattanooga	1		4	1	1	6
Christian Brothers Coll., Memphis	4		20			20
Covenant Coll., Lookout Mountain			3	1		4
David Lipscomb Coll., Nashville			6			6
Draughon's Bus. Coll., Nashville			7			7
East Tennessee State Univ., Johnson City	2		21	7	2	30
Fisk Univ., Nashville	1		15	4		19
Freed-Hardeman Coll., Henderson			6			6
George Peabody Coll. for Teachers, Nashville	3	3	[illegible]	65	7	116
Harding Coll. Graduate Sch. of Religion, Memphis (Affil. with Harding Coll., Searcy, Arkansas)				1		1
Johnson Bible Coll., Knoxville			6			6
King Coll., Bristol			1			1
Knoxville Coll., Knoxville	2					
Lambuth Coll., Jackson	1		7			7
Lee Coll., Cleveland			14			14
Le Moyne Coll., Memphis	3					
Martin Coll., Pulaski			3			3

	FOREIGN SCHOLARS	U.S. FACULTY	STUDENTS U	G	O	T
Maryville Coll., Maryville			9			9
Meharry Medical Coll., Nashville	7	1	12	1		13
Memphis State Univ., Memphis			17	4		21
Middle Tennessee State Coll., Murfreesboro			11			11
Milligan Coll., Milligan College			7	1	1	9
Morristown Coll., Morristown			1			1
Nashville Auto Diesel Coll., Nashville			1		1	2
Scarritt Coll. for Christian Workers, Nashville			5	12	6	23
Siena Coll., Memphis			2			2
South, Univ. of the, Sewanee		5	1			1
Southern Missionary Coll., Collegedale			8	1		9
Southwestern at Memphis, Memphis	1	2	1		3	4
Tennessee A. & I. State Univ., Nashville	4	2				
Tennessee Polytechnic Inst., Cookeville			11			11
Tennessee Temple Coll., Chattanooga			7	2	1	10
Tennessee, Univ. of (Total)	29	14	132	185	12	329
Knoxville Campus	19	12	127	173	8	308
Martin Campus			1			1
Memphis Campus	10	2	4	12	4	20
Tusculum Coll., Greeneville	3		12			12
Union Univ., Jackson			2			2
Vanderbilt Univ., Nashville	30	11	13	103	9	125
William Jennings Bryan Coll., Dayton	1		10			10
TEXAS	311	110	1,918	[illegible]	86	2,704
Abilene Christian Coll., Abilene			29			29
Allen Acad., Bryan			1			1
Alvin Jr. Coll., Alvin			1			1
Amarillo Coll., Amarillo			1			1
Ambassador Coll., Big Sandy (Affil. with Ambassador Coll., Pasadena, California)			1			1
Austin Coll., Sherman	3	2	7	1	1	9
Austin Presbyterian Theo. Sem., Austin		2		2	1	3
Baylor Univ. (Total)	61	4	32	44	1	77
Dallas Campus		3	1	1	1	3
Houston Campus	60			8		8
Waco Campus	1	1	31	35		66
Bishop Coll., Dallas			6			6
Blinn Coll., Brenham			2			2
Cisco Jr. Coll., Cisco			8			8
Corpus Christi, Univ. of, Corpus Christi			13			13
Dallas Bible Inst. & Bible Coll., Dallas			4	1		5
Dallas Theo. Sem., Dallas			2	12		14
Dallas, Univ. of, Dallas			7		1	8
East Texas Baptist Coll., Marshall			20		1	21
East Texas State Coll., Commerce	2		10	3	1	14
Episcopal Theo. Sem. of the Southwest, Austin	1	1		1		1
Hardin-Simmons Univ., Abilene	2		3	2	1	6
Houston, Univ. of, Houston	5	27	273	116	6	395
Howard Payne Coll., Brownwood			17	1		18
Huston-Tillotson Coll., Austin			8			8
Incarnate Word Coll., San Antonio			20	1	3	24
Kilgore Coll., Kilgore			3			3
Lamar State Coll. of Technology, Beaumont			30	3	1	34
Laredo Jr. Coll., Laredo			24			24
Lee Coll., Baytown			20		1	21
Le Tourneau Coll., Longview	1		11			11
Lubbock Christian Coll., Lubbock			9			9
Mary Hardin-Baylor Coll., Belton			22			22
McMurry Coll., Abilene		1				
Midwestern Univ., Wichita Falls			6	2		8
North Texas State Univ., Denton		1	17	16	2	35
Odessa Coll., Odessa			2			2
Our Lady of the Lake Coll., San Antonio	1		22	1		23
Pan American Coll., Edinburg		1	19		1	20
Paris Jr. Coll., Paris			4			4
Paul Quinn Coll., Waco	1					
Port Arthur Coll., Port Arthur					1	1
Rice Univ., Houston	47	9	5	102	3	110
Roger Bacon Coll., El Paso			34	2		36
Sacred Heart Dominican Coll., Houston			15			15
St. Edward's Univ., Austin		1	65			65
St. Mary's Univ. of San Antonio, San Antonio			36	5		41
St. Paul Hosp. Sch. of Nursing, Dallas				1		1
St. Thomas, Univ. of, Houston	6		19			19
Sam Houston State Teachers Coll., Huntsville	2		41	4		45
San Angelo Coll., San Angelo			1			1
San Antonio Coll., San Antonio			8			8
San Jacinto Jr. Coll., Pasadena			1			1
Schreiner Inst., Kerrville	1		2			2
South Texas Coll., Houston			12			12
Southern Methodist Univ., Dallas	4	5	32	47	5	84
Southwest Texas State Coll., San Marcos			6	2		8
Southwestern Assemblies of God Coll., Waxahachie			2			2
Southwestern Baptist Theo. Sem., Fort Worth		2		16		16
Southwestern Univ., Georgetown			9			9
Stephen F. Austin State Coll., Nacogdoches		1				
Texarkana Coll., Texarkana			1			1
Texas A. & M. Univ. System (Total)	25	19	187	236	19	442
Arlington State Coll., Arlington			16			16
Prairie View A. & M. Coll., Prairie View			4			4
Tarleton State Coll., Stephenville		1	18		1	19
Texas A. & M. Univ., College Station	25	18	149	236	18	403
Texas Christian Univ., Fort Worth			30	24	2	56
Texas Coll., Tyler			2			2
Texas Coll. of Arts & Industries, Kingsville	2		41		3	44
Texas Lutheran Coll., Seguin	2		1		1	2
Texas Southern Univ., Houston			18	7		25
Texas Southmost Coll., Brownsville			17		3	20
Texas Technological Coll., Lubbock	29	4	56	22	1	79
Texas, Univ. of (Total)	105	30	252	265	34	551
Austin Campus	83	27	231	257	33	521
Dallas Campus	17	1		1		1
Galveston Campus			2	5		7
Houston Campus	2			1		1
Texas Western Coll., El Paso	3	2	19	1	1	21

	Foreign scholars	U.S. faculty	Students U	Students G	Students O	Students T
Texas Wesleyan Coll., Fort Worth	3		10			10
Texas Woman's Univ., Denton	5		30	34	1	65
Trinity Univ., San Antonio			15		1	16
Wayland Baptist Coll., Plainview	1		16		1	17
West Texas State Univ., Canyon			2			2
Wiley Coll., Marshall	2		6			6
UTAH	[illegible]	34	[illegible]	[illegible]	[illegible]	1,336
Brigham Young Univ., Provo		23	536	50	6	592
Dixie Jr. Coll., St. George			2			2
L. D. S. Bus. Coll., Salt Lake City			4		6	10
Utah State Univ. (Total)	1	1	201	200	13	414
Snow Coll., Ephraim			1			1
Southern Utah, Coll. of, Cedar City			8			8
Utah State Univ., Logan	1	1	192	200	13	405
Utah, Univ. of (Total)	26	11	143	151	1	295
Carbon Coll., Price		3				
Utah, Univ. of, Salt Lake City	26	8	143	151	1	295
Weber State Coll., Ogden	1		21			21
Westminster Coll., Salt Lake City			2			2
VERMONT	14	8	60	16	79	155
Bennington Coll., Bennington	3	1			2	2
Castleton State Coll., Castleton			1		1	2
Champlain Coll., Burlington			4			4
Goddard Coll., Plainfield	1	1	9			9
Green Mountain Coll., Poultney			2			2
Johnson State Coll., Johnson			2			2
Lyndon State Coll., Lyndon Center			2			2
Marlboro Coll., Marlboro	1		2			2
Middlebury Coll., Middlebury	3	1	18		1	19
Norwich Univ., Northfield	1		2			2
St. Michael's Coll., Winooski			2		75	77
Trinity Coll., Burlington			2			2
Vermont, Univ. of, & State Agricultural Coll., Burlington	5	2	12	16		28
Windham Coll., Putney		2	2			2
VIRGINIA	61	[illegible]	218	231	[illegible]	[illegible]
Averett Coll., Danville			1			1
Bluefield Coll., Bluefield			3			3
Bridgewater Coll., Bridgewater			5			5
Eastern Mennonite Coll., Harrisonburg		1	27	1	1	29
Emory & Henry Coll., Emory			2			2
Ferrum Jr. Coll., Ferrum			2		1	3
Frederick Coll., Portsmouth			1			1
Hampton Inst., Hampton	4	3	31		3	34
Hollins Coll., Hollins College	6	5	5			5
Longwood Coll., Farmville	1				2	2
Lynchburg Coll., Lynchburg		3	4			4
Madison Coll., Harrisonburg		1	1			1
Mary Baldwin Coll., Staunton	3	2	3		1	4
Marymount Coll., Arlington			4		1	5
Medical Coll. of Virginia, the, Richmond	5	1	4	9		13
Old Dominion Coll., Norfolk		3	4			4
Presbyterian Sch. of Christian Education, Richmond	1	1	1	5	1	7
Protestant Episcopal Theo. Sem. in Virginia, Alexandria				6	2	8
Randolph-Macon Coll., Ashland		1	2			2
Randolph-Macon Woman's Coll., Lynchburg	4	3	2		3	5
Richmond Professional Inst., Richmond			6	1	1	8
Richmond, Univ. of (Total)		1	7	2	2	11
Richmond Coll., Richmond			3			3
Richmond, Univ. of, Richmond		1	2	1		3
Westhampton Coll., Richmond			2	1	2	5
Roanoke Coll., Salem		1	5			5
Shenandoah Coll. & Conservatory of Music, Winchester			1			1
Sullins Coll., Bristol			3			3
Sweet Briar Coll., Sweet Briar		1	3		1	4
Union Theo. Sem., Richmond			5	6	2	11
Virginia Military Inst., Lexington	3		6			6
Virginia Polytechnic Inst. (Total)	4	4	31	131	2	164
Radford Coll., Radford			9			9
Virginia Polytechnic Inst., Blacksburg	4	4	22	131	2	155
Virginia State Coll., Norfolk	3	1				
Virginia State Coll., Petersburg		1	4	1		5
Virginia Union Univ., Richmond			27	1		28
Virginia, Univ. of (Total)	24	11	11	64	3	78
Mary Washington Coll., Fredericksburg	3	4	4			4
Virginia, Univ. of, Charlottesville	21	7	7	64	3	74
Washington & Lee Univ., Lexington		1			2	3
William & Mary, Coll. of, Williamsburg	3	3	7	3		10
WASHINGTON	[illegible]	[illegible]	914	[illegible]	[illegible]	1,070
Auerswald's Accounting & Secretarial Sch., Seattle			1			1
Central Washington State Coll., Ellensburg	5	2	7	1	1	9
Centralia Coll., Centralia	1					
Clark Coll., Vancouver			4			4
Columbia Basin Coll., Pasco			6	1		7
Eastern Washington State Coll., Cheney	3	2	8	6		14
Everett Jr. Coll., Everett			6			6
Fort Wright Coll. of the Holy Names, Spokane			15			15
Gonzaga Univ., Spokane		4	76	13	14	103
Grays Harbor Coll., Aberdeen			5			5
Highline Coll., Seattle			9	2	1	12
Lower Columbia Coll., Longview			12			12
Lutheran Bible Inst., Seattle			2		2	4
Northwest Coll., Kirkland			7	1	1	9
Olympic Coll., Bremerton			17			17
Pacific Lutheran Univ., Tacoma			11	3		14
Peninsula Coll., Port Angeles	1		2		1	3
Puget Sound, Univ. of, Tacoma	1		25	5	4	34
Sacred Heart Hosp. Sch. of Nursing, Spokane			3			3
St. Martin's Coll., Olympia			6			6
Seattle Pacific Coll., Seattle	1		57	2		59
Seattle Univ., Seattle			73	2	2	77
Skagit Valley Coll., Mt. Vernon			3			3
Sulpician Seminary, Kenmore				1		1
Tacoma General Hosp. Sch. of Nursing, Tacoma			1			1
Walla Walla Coll., College Place	4		90	1	1	92
Washington State Univ., Pullman	37	18	138	159	4	301

	Foreign scholars	U.S. faculty	Students U	G	O	T
Washington, Univ. of, Seattle	144	35	217	477	45	739
Wenatchee Valley Coll., Wenatchee			20		1	21
Western Washington State Coll., Bellingham	6	4	41	3		44
Whitman Coll., Walla Walla	1	2	8			8
Whitworth Coll., Spokane	1	1	21	2	1	24
Yakima Valley Jr. Coll., Yakima		1	20	1	7	28
WEST VIRGINIA	**6**	**10**	**185**	**108**	**17**	**310**
Alderson Broaddus Coll., Philippi			5			5
Bethany Coll., Bethany	2	3	5		2	7
Bluefield State Coll., Bluefield	1		4			4
Concord Coll., Athens		1	6			6
Davis & Elkins Coll., Elkins	1	3	4			4
Marshall Univ., Huntington	1	1	10	3		13
Morris Harvey Coll., Charleston			10		1	11
Potomac State Coll. of West Virginia Univ., Keyser			1			1
Salem Coll., Salem & Clarksburg	1		6			6
Shepherd Coll., Shepherdstown			3			3
West Liberty State Coll., West Liberty			3			3
West Virginia Inst. of Technology, Montgomery			29	1		30
West Virginia State Coll., Institute		1	32			32
West Virginia Univ., Morgantown		10	58	104	14	176
West Virginia Wesleyan Coll., Buckhannon			8			8
Wheeling Coll., Wheeling			1			1
WISCONSIN	**386**	**98**	**727**	**1,123**	**200**	**2,050**
Alverno Coll., Milwaukee	1		15		1	16
Beloit Coll., Beloit	1	1	17			17
Capuchin Sem. of St. Anthony, Marathon				2		2
Cardinal Stritch Coll., Milwaukee			7			7
Carroll Coll., Waukesha			5			5
Carthage Coll., Kenosha	1		5			5
Columbia County Teachers Coll., Columbus	1					
Concordia Coll., Milwaukee			4			4
Dominican Coll., Racine			4			4
Edgewood Coll. of the Sacred Heart, Madison		1	12			12
Immaculate Conception Sem., Oconomowoc			4	11	3	18
Lakeland Coll., Sheboygan	1		2			2
Lawrence Univ. (Total)	4	10	7	2	4	13
Inst. of Paper Chemistry, Appleton	1			2	2	4
Lawrence Univ., Appleton	3	10	7		2	9
Madison Bus. Coll., Madison			1			1
Marian Coll. of Fond Du Lac, Fond Du Lac			4			4
Marquette Univ., Milwaukee	31	4	96	73	16	185
Milton Coll., Milton			6			6
Milwaukee Inst. of Tech., Milwaukee	1		33	2	1	36
Milwaukee Sch. of Engineering, Milwaukee			32		1	34
Mt. Mary Coll., Milwaukee			5		1	6
Nashotah House, Nashotah					1	1
New Tribes Inst., Waukesha			6			6
Northland Coll., Ashland	4		12	1		13
Ripon Coll., Ripon			17			17
Sacred Heart Monastery, Hales Corners				1	1	2
St. Agnes Hosp. Sch. of Nursing, Fond Du Lac					1	1
St. Francis Sem., Milwaukee				2		2
St. Lawrence Sem., Mt. Calvary			1			1
St. Mary's Hosp. Sch. of Nursing, Milwaukee			1			1
St. Norbert Coll., West De Pere			4		1	5
Spencerian Coll., Milwaukee			4		1	5
Stout State Coll., Menomonie			10	7	8	25
Vernon County Teachers Coll., Viroqua	1		1			1
Viterbo Coll., La Crosse			13			13
Wisconsin Lutheran Sem., Mequon				1		1
Wisconsin State Univ., Eau Claire	5	1	23			23
Wisconsin State Univ., La Crosse	1	1	16			16
Wisconsin State Univ., Oshkosh	4		34		2	36
Wisconsin State Univ., Platteville	1	1	54			54
Wisconsin State Univ., River Falls			20		4	24
Wisconsin State Univ., Stevens Point	4	1	27		3	30
Wisconsin State Univ., Superior	3		6	1		7
Wisconsin State Univ., Whitewater	1		12		1	13
Wisconsin, Univ. of (Total)	321	78	207	1,020	150	1,377
Madison Campus	277	70	174	989	127	1,290
Milwaukee Campus	44	8	33	31	23	87
WYOMING	**3**	**6**	**42**	**27**	**6**	**75**
Casper Jr. Coll., Casper			2		3	5
Northwest Community Coll., Powell			5			5
Wyoming, Univ. of, Laramie	3	6	35	27	3	65
GUAM			**67**		**1**	**68**
Guam, Coll. of, Agana			67		1	68
PUERTO RICO	**32**	**24**	**300**	**47**	**27**	**374**
Catholic Univ. of Puerto Rico, Ponce			36			36
Inter American Univ. of Puerto Rico, San German			95		5	100
Puerto Rico Jr. Coll., Rio Piedras	11		8			8
Puerto Rico, Univ. of (Total)	21	24	149	47	22	218
Rio Piedras Campus	21	24	149	40	3	192
San Juan Campus				7	19	26
Sacred Heart, Coll. of the, Santurce			12			12
VIRGIN ISLANDS			**14**		**9**	**23**
Virgin Island, Coll. of the, St. Thomas			14		9	23

TABLE VII

FOREIGN INSTITUTIONS REPORTING U.S. STUDENTS, 1963-1964

TOTAL	**18,091**
ARGENTINA	**19**
Catholic University of Córdoba	5
National Technological University, Buenos Aires	1
Teachers College, Rosario	1
University of Buenos Aires	12
AUSTRALIA	**60**
Australian National University, Canberra	10
University of Adelaide	10
University of Melbourne	6
University of New South Wales, Sydney	8
University of Queensland, Brisbane	5
University of Sydney	13
University of Tasmania, Hobart	3
University of Western Australia	5
AUSTRIA	**801**
Academy of Applied Art, Vienna	2
Academy of Music and Dramatic Art, Vienna	70
Academy of Music and Dramatic Art, Salzburg	148
American Medical Society, Vienna	176
College of Agriculture, Vienna	2
Technical University of Graz	3
Technical University of Vienna	2
University of Commerce, Vienna	3
University of Innsbruck	123
University of Vienna	270
Veterinary College of Vienna	2
BELGIUM	**424**
Catholic University of Louvain	309
College of Europe, Bruges	4
Free University of Brussels	80
Prince Leopold Institute of Tropical Medicine, Antwerp	9
Royal Conservatory of Music, Antwerp	11
Royal Conservatory of Music, Brussels	3
Royal Institute of Cultural Heritage, Brussels	1
State University of Ghent	2
University of Liège	5
BOLIVIA	**2**
Royal and Pontifical University of San Francisco Xavier of Chuquisaca, Sucre	2
BRAZIL	**11**
Faculty of Philosophy, Science and Letters, Imaculada Conceição, Santa Maria	1
Faculty of Philosophy, Science and Letters of S. Coração de Jesus, Bauru	1
Pontifical Catholic University of Rio de Janeiro	3
University of São Paulo	6
CANADA	**[illegible]**
Acadia University, Wolfville, N.S.	72
Bishop's University, Lennoxville, P.Q.	13
Carleton University, Ottawa, Ont.	7
College of Saint Joseph, Saint-Joseph, N.B.	17
Dalhousie University, Halifax, N.S.	107
Laval University, Quebec, P.Q.	54
McGill University, Montreal, P.Q.	679
McMaster University, Hamilton, Ont.	86
Memorial University of Newfoundland, St. John's	9
Mount Allison University, Sackville, N.B.	17
Mount Saint Vincent College, Halifax, N.S.	127
Nova Scotia Technical College, Halifax, N.S.	6
Queen's University at Kingston, Kingston, Ont.	49
St. Dunstan's University, Charlottetown, P.E.I.	57
St. Francis Xavier University, Antigonish, N.S.	129
St. Mary's University, Halifax, N.S.	109
Sir George Williams University, Montreal, P.Q.	29
University of Alberta, Edmonton	105
University of Manitoba, Winnipeg	67
University of Montreal, P.Q.	103
University of New Brunswick, Fredericton, N.B.	30
University of Ottawa, Ont.	[illegible]
University of Saskatchewan, Saskatoon	42
University of Toronto, Ont.	352
University of Windsor, Ont.	152
CHILE	**22**
Pontifical Catholic University of Chile, Santiago	17
University of Chile, Santiago	3
University of Concepción, Barros Arana	2
CHINA, REPUBLIC OF	**23**
National Taiwan University, Taipei	11
Taiwan Normal University, Taipei	3
Tunghai University, Taichung	9
COLOMBIA	**146**
Free University of Colombia, Bogotá	1
National University of Colombia, Bogotá	14
University of the Andes, Bogotá	50
University of Cali	5
Xavier Pontifical Catholic University, Bogotá	[illegible]
CONGO (Leopoldville)	**1**
Official University of the Congo, Elisabethville	1
COSTA RICA	**13**
Inter-American Institute of Agricultural Sciences of the OAS, Turrialba	1
Normal School of Costa Rica, Heredia	1
University of Costa Rica, San José	11

DENMARK		**48**
Royal Academy of Fine Arts, Copenhagen		7
Technical University of Denmark, Copenhagen		1
University of Copenhagen		40
DOMINICAN REPUBLIC		**17**
University of San Domingo		17
ECUADOR		**2**
Central University, Quito		1
University of Guayaquil		1
ETHIOPIA		**11**
Haile Sellassie I University, Addis Ababa		11
FINLAND		**13**
Institute of Technology, Otaniemi		1
University of Helsinki		10
University of Oulu		1
University of Turku		1
FRANCE		**2,742**
Catholic Faculties of Lyon		6
Catholic Institute of Paris		174
Catholic University of Lille		5
Catholic University of the West, Angers		1
Central School of Arts and Industries, Paris		1
Institute of Advanced Cinematographic Studies, Paris		2
National Institute of Aeronautics, Paris		1
National Institute of Archives, Paris		3
National Institute of Fine Arts, Paris		40
National Institute of Modern Oriental Languages, Paris		25
Polytechnic Institute, Paris		1
School of Advanced Business Studies, Paris		5
University of Aix Marseilles		392
University of Besançon		57
University of Bordeaux		270
University of Caen		77
University of Dijon		32
University of Grenoble		281
University of Lille		16
University of Lyon		51
University of Montpellier		112
University of Nancy		4
University of Paris		975
University of Poitiers		42
University of Rennes		18
University of Strasbourg		179
University of Toulouse		24
GERMANY, Federal Republic of		**1,[illegible]**
Academy of Fine Arts, Munich		10
Baden Conservatory of Music, Karlsruhe		2
College of Physical Education, Cologne		4
Free University of Berlin		164
Hanover College of Veterinary Medicine, Hanover		1
Institute of Fine Arts, Berlin-Charlottenburg		9
Institute of Music, Berlin		10
National College of Fine Arts, Düsseldorf		4
National College of Fine Arts, Frankfurt		1
National College of Fine Arts, Freiburg		10
National College of Fine Arts, Hamburg		1
National College of Music, Cologne		10
National College of Music, Hamburg		13
National College of Music, Munich		19
National College of Music, Saarbrücken		2
National College of Music and Art, Stuttgart		8
National College of Music and Drama, Hanover		4
Northwest German Academy of Music, Detmold		6
Technical University of Aachen		2
Technical University of Berlin		10
Technical University of Brunswick		2
Technical University of Darmstadt		12
Technical University of Hanover		2
Technical University of Karlsruhe		8
Technical University of Munich		16
Technical University of Stuttgart		9
University of Bonn		82
University of Cologne		58
University of Erlangen-Nuremberg		56
University of Frankfurt		41
University of Freiburg		165
University of Giessen		10
University of Göttingen		101
University of Hamburg		63
University of Heidelberg		258
University of Kiel		14
University of Mainz		60
University of Marburg		77
University of Munich		203
University of Munster		15
University of the Saar, Saarbrücken		20
University of Tubingen		103
University of Wurzburg		25
GHANA		**18**
University of Ghana, Accra		18
GREECE		**6**
Aristotelian University of Salonika		6
GUATEMALA		**19**
University of San Carlos of Guatemala, Guatemala City		19
HONG KONG		**8**
University of Hong Kong		8
ICELAND		**8**
University of Iceland, Reykjavik		8
INDIA		**31**
Banaras Hindu University, Varanasi		2
Gauhati University, Assam		1
Kerala University, Trivandrum		1
Maharaja Sayajirao University of Baroda		1
Nagpur University		1
Osmania University, Hyderabad		9
University of Allahabad		3
University of Bombay		2
University of Delhi		9
University of Lucknow		1
Visva Bharati, Santiniketan		1
INDONESIA		**2**
Gadjah Mada University		1
Padjadjaran University, Bandung		1
IRAQ		**3**
Al-Hikma University of Baghdad		3
IRELAND		**135**
National University of Ireland (Total)		97
University College, Cork	17	
University College, Dublin	60	
University College, Galway	20	
University of Dublin, Trinity College		38
ISRAEL		**245**
Bar Ilan University, Ramat-Gan		11
Hebrew Union College Biblical and Archaeological School, Jerusalem		24
Hebrew University, Jerusalem		180
Rubin Academy of Music, Jerusalem		20
Tel Aviv University		3
Weizmann Institute of Science, Rehovoth		7

ITALY	**[illegible]**
Academy of Fine Arts, Rome	59
Academy of Fine Arts, Turin	1
Catholic University of the Sacred Heart, Milan	4
Conservatory of Music, Naples	1
Conservatory of Music, Palermo	1
Conservatory of Music, Parma	2
Conservatory of Music, Pesaro	3
Conservatory of Music, Rome	19
Institute of Economics, Commerce, Foreign Languages and Literature, Venice	2
National Institute of Art, Florence	10
Oriental University Institute of Naples	2
Polytechnic Institute of Milan	1
University of Bari	1
University of Bologna	332
University of Economics and Commerce "Luigi Bocconi," Milan	6
University of Ferrara	1
University of Genoa	2
University of Milan	5
University of Modena	1
University of Pavia	4
University of Perugia	410
University of Pisa	1
University of Rome	120
University of Siena	8
University of Turin	2
JAMAICA	**2**
University of the West Indies, Kingston	2
JAPAN	**615**
Chiba University	2
Gakushuin University, Tokyo	2
Hosei University, Tokyo	2
Kagoshima University	1
Keio University, Tokyo	19
Kita Kyushu University	1
Kobe University	1
Kokusai University	10
Kyoto City College of Fine Arts	2
Kyoto University	19
Nagoya Commercial University	1
Nippon Medical School, Tokyo	1
Ryukoku University, Kyoto	2
Seinan Gakuin University, Fukuoka	1
Shimane University, Matsue	1
Sophia University, Tokyo	412
Tohoku University, Sendai	3
Tokyo College of Economics	1
Tokyo Dental College	1
Tokyo School of the Japanese Language	70
Tokyo University of Foreign Studies	1
Tottori University	2
University of the Sacred Heart, Tokyo	15
University of Tokyo	13
Waseda University, Tokyo	27
KENYA	**1**
University College, Nairobi	1
KOREA	**16**
Chung Ang University, Seoul	13
Korea University, Seoul	1
Seoul National University	2
LEBANON	**130**
American University of Beirut	129
St. Joseph's University, Beirut	1
LIBERIA	**2**
Cuttington College and Divinity School, Bong County	2
LUXEMBOURG	**2**
International University of Comparative Sciences	2
MALAYSIA	**4**
University of Singapore	4
MEXICO	**1,927**
Autonomous University of Guadalajara	71
College of Mexico, Guanajuato	10
Graduate College of the National School of Agriculture, Chapingo	1
Institute of Science, Guadalajara	7
Institute of Technology and Advanced Studies, Guadalajara	6
Institute of Technology and Advanced Studies, Monterrey	36
National School of Anthropology, Mexico, D.F.	12
University of the Americas, Mexico City	1,690
University of Chihuahua	1
University of Coahuila	13
University of Nuevo Leon, Monterrey	51
University of San Luis Potosi	3
University of Veracruz	17
NEPAL	**1**
Tribhuvan University, Katmandu	1
NETHERLANDS	**127**
Amsterdam Conservatory of Music	5
Catholic University of Nymegen	2
Institute of Social Studies, The Hague	8
Leiden University	31
Netherlands Training Institute for Service Abroad, Breukelen	4
Royal Conservatory of Music, The Hague	2
State Academy of Fine Arts, Amsterdam	4
State University of Groningen	3
State University of Utrecht	12
Technological University of Delft	6
University of Amsterdam	50
NEW ZEALAND	**23**
University of Auckland	2
University of Canterbury, Christchurch	3
University of Otago, Dunedin	5
Victoria University of Wellington	13
NICARAGUA	**3**
National University of Nicaragua, Leon	3
NIGERIA	**25**
University of Ibadan	17
University of Nigeria, Nsukka	8
NORWAY	**23**
Norwegian Advanced Teachers College, Trondheim	1
University of Bergen	1
University of Oslo	21
PAKISTAN	**4**
University of the Panjab, Lahore	2
University of Peshawar	2
PANAMA	**21**
University of Panama, Panama City	21
PERU	**11**
National University of Engineering, Lima	4
National University of San Antonio Abad de Cuzco	1
Pontifical Catholic University of Peru, Lima	6
PHILIPPINES	**830**
Adamson University, Manila	3
Araneta University, Rizal	86

Arellano University, Manila	1
Ateneo De Manila University, Quezon City	18
Central Philippine University, Iloilo City	12
Centro Escolar University, Manila	3
Far Eastern University, Manila	21
Manila Central University	1
Philippine Women's University, Manila	23
University of the East, Manila	4
University of Manila	1
University of San Carlos, Cebu City	1
University of Santo Tomas, Manila	28
University of Southern Philippines, Cebu City	1
University of the Philippines, Quezon City	624
Xavier University, Cagayan de Oro	8
POLAND	**11**
Jagellonian University, Cracow	4
University of Lodz	2
University of Warsaw	5
PORTUGAL	**5**
National Conservatory of Music, Lisbon	1
University of Coimbra	4
RHODESIA	**2**
University College of Rhodesia & Nyasaland, Salisbury	2
RUMANIA	**2**
University of Bucharest	2
SENEGAL	**7**
University of Dakar	7
SIERRA LEONE	**10**
Fourah Bay College, The University College of Sierra Leone, Freetown	10
SOUTH AFRICA	**32**
University of Cape Town	9
University of Natal, Durban	1
University of South Africa, Pretoria	20
University of Stellenbosch	2
SPAIN	**674**
Pontifical University of Salamanca	3
School of Ceramics, Madrid	1
University of Barcelona	12
University of Granada	18
University of Madrid	575
University of Navarre, Pamplona	10
University of Santiago de Compostela	55
SUDAN	**1**
University of Khartoum	1
SWEDEN	**141**
Agricultural College of Sweden, Uppsala	1
Anglo American Institute, University of Lund	5
Chalmers University of Technology, Gothenburg	3
Institute of English Speaking Students, University of Stockholm	81
Royal Institute of Technology, Stockholm	1
Royal Swedish Academy of Fine Arts, Stockholm	1
Royal Veterinary College, Stockholm	5
South Swedish Institute of Physical Medicine, University of Lund	1
Stockholm School of Economics	1
Swedish State School of Arts, Crafts and Design, Stockholm	3
University of Gothenburg	7
University of Uppsala	32
SWITZERLAND	**672**
St. Gall Graduate School of Economics, Business and Public Administration	4
Swiss Federal Institute of Technology, Zurich	37
University of Basle	107
University of Berne	29
University of Fribourg	103
University of Geneva	224
University of Lausanne	68
University of Neuchâtel	33
University of Zurich	67
TURKEY	**28**
Middle East Technical University, Ankara	7
Robert College, Istanbul	17
University of Ankara	1
University of Istanbul	3
UGANDA	**34**
Makerere University College, Kampala	34
UNION OF SOVIET SOCIALIST REPUBLICS	**37***
Leningrad State University	8
Moscow State University	29
UNITED ARAB REPUBLIC	**61**
Al Azhar University	6
Alexandria University	1
American University in Cairo	54
UNITED KINGDOM	**1,7[illegible]**
Bristol Old Vic Theatre School, Bristol	4
British Drama League, London	15
Central School of Speech and Drama, London	4
Guildhall School of Music and Drama, London	3
L.C.C. Central School of Arts and Sciences, London	3
London Academy of Music and Dramatic Art	14
Nottingham College of Art and Design	1
Queen's University, Belfast	11
Royal Academy of Dramatic Art, London	9
Royal College of Art, London	6
Royal School of Church Music, Croydon	2
Royal Scottish Academy of Music and College of Dramatic Art, Glasgow	2
St. Martin's School of Art, London	2
University of Aberdeen	21
University of Birmingham	18
University of Bristol	27
University of Cambridge (Total)	187
Christ's College	6
Churchill College	10
Clare College	10
Corpus Christi College	4
Downing College	7
Emmanuel College	4
Fitzwilliam House	14
Girton College	5
Gonville and Caius College	8
Jesus College	10
King's College	19
Magdalene College	2
New Hall	5
Newnham College	12
Pembroke College	9
Peterhouse	3
Queens' College	6
St. Catharine's College	8
St. John's College	9
Selwyn College	1
Sidney Sussex College	2

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*This figure was obtained from the Inter-University Committee on Travel Grants, which conducts a program in co-operation with the Ministry of Higher Education of the U.S.S.R.

Trinity College	14	
Trinity Hall	6	
University of Durham		3
University of Edinburgh		127
University of Exeter		27
University of Glasgow		27
University of Hull		11
University of Keele		3
University of Leeds		24
University of Leicester		3
University of Liverpool		11
University of London (Total)		721
Bedford College	9	
Birkbeck College	16	
British Postgraduate Medical Federation	65	
Courtauld Institute of Art	23	
Imperial College of Science and Technology	19	
Institute of Advanced Legal Studies	31	
Institute of Archaeology	12	
Institute of Classical Studies	1	
Institute of Education	12	
Institute of Historical Research	86	
*Jews' College	2	
King's College	10	
London School of Economics and Political Science	291	
London School of Hygiene and Tropical Medicine	4	
Medical College of St. Bartholomew's Hospital	4	
Middlesex Hospital Medical School	5	
New College	3	
*Northern Polytechnic	2	
Richmond College	1	
*Rothamsted Experimental Station	6	
*Royal Academy of Music	6	
*Royal College of Music	4	
Royal Holloway College	4	
St. Mary's Hospital Medical School	1	
School of Pharmacy	1	
School of Slavonic and East European Studies	8	
University College	101	
Warburg Institute	3	
Westfield College	8	
Westminster Medical School	1	
*Woolwich Polytechnic	1	
Wye College	1	
University of Manchester		40
University of Newcastle upon Tyne		6
University of Nottingham		12
University of Oxford (Total)		322
Balliol College	22	
Brasenose College	10	
Campion Hall	4	
Christ Church	12	
Corpus Christi College	4	
Exeter College	14	
Greyfriars	2	
Hertford College	2	
Jesus College	2	
Keble College	5	
Lady Margaret Hall	9	
Linacre House	31	
Lincoln College	6	
Magdalen College	23	
Mansfield College	9	
Merton College	12	
New College	18	
Nuffield College	5	
Oriel College	6	
Pembroke College	5	
The Queen's College	11	
Regent's Park College	2	
St. Anne's College	7	
St. Antony's College	14	
St. Benet's Hall	2	
St. Catherine's Society	9	
St. Edmund Hall	6	
St. Hilda's College	1	
St. Hugh's College	2	
St. John's College	7	
Somerville College	6	
Trinity College	9	
University College	13	
Wadham College	13	
Worcester College	14	
University of Reading		2
University of St. Andrews		34
University of Sheffield		17
University of Southampton		6
University of Strathclyde, Glasgow		1
University of Sussex		9
University of York		1
University of Wales (Total)		20
University College of North Wales, Bangor	3	
University College of South Wales and Monmouthshire, Cardiff	4	
University College of Swansea	10	
University College of Wales, Aberystwyth	3	
VATICAN CITY STATE		[illegible]
Pontifical Athenaeum of St. Anselm		15
Pontifical Antonian Athenaeum		9
Pontifical Biblical Institute		34
Pontifical Gregorian University		361
Pontifical Institute of Oriental Studies		9
Pontifical Institute of Sacred Music		2
Pontifical Lateran University		60
Pontifical North American College		274
Pontifical Theological Faculty of St. Bonaventure of the "Frati Minori Conventuali"		18
Pontifical University of St. Thomas Aquinas		70
Pontifical Urbanian University		6
VENEZUELA		3
Andres Bello Catholic University, Caracas		2
University of the Andes, Merida		1
YUGOSLAVIA		9
University of Belgrade		7
University of Ljubljana		1
University of Novi Sad		1

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*Institutions with teachers recognized by the University of London

IIE

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12. Q. The pending bill deletes from Sec. 601(a) of Title VI of NDEA the requirement that, in establishing language and area centers, the Commissioner must determine that adequate instruction in the language is not readily available in the United States. Do you conceive this as broadening Sec. 601(a) to cover such languages as French, Spanish, and German? With Title VI broadened as you propose here, do you feel that present funding is sufficient? If not, what do you recommend?

12. A. Yes, the proposed amendment would broaden Section 601(a) of the NDEA to fund language and area programs involving instruction in French, Spanish, German, and Italian. This will mean a sizeable increase in the number of students who can speak the languages of large portions of Africa and South America and at the same time enable the NDEA program to meet the growing need for West European specialists.

Regarding funding, see Question 3. No additional funds are needed for FY 1967 since awards have already been made. For FY 1968, we shall review the entire operation of the NDEA Title VI program. Nevertheless, the amendment is needed now to put colleges and universities on notice so they may plan for FY 1968 and beyond.

Responses of Secretary of Health, Education, and Welfare Gardner to Questions Submitted by Senator Winston L. Prouty

1. Q. How much money do you propose to spend under this bill?

1. A. Please see the answer to Senator Javits' question 4.

2. Q. Given limited funds for what I suspect will be a very large demand, what criteria do you propose to follow in the allocation of these monies?

2. A. With respect to graduate centers, please see answers to Senator Morse's questions 4(h), 4(i), 4(j), 5(b), 5(c).

With respect to undergraduate institutions, please see answers to Senator Morse's questions 8(b), 8(c), 8(d).

3. Q. What is new in this program and how does it absolutely differ from aid to area centers as provided for under Title VI of NDEA?

3. A. This legislation is much broader in scope, concept and approach than Title VI of the NDEA.

The NDEA was the first legislation to recognize a Federal responsibility in international education. The language and area centers which it authorized in Title VI have and will continue to make important contributions. However these centers are limited to instruction in modern foreign languages and *in those subjects necessary for an understanding of the areas where the languages are spoken*—such as the history, literature and geography of the area. Participants in the centers are generally limited to those departments which compose the school of Arts and Sciences. Students enrolling in the centers include undergraduates who look forward to graduate work in specialized area studies and to graduate students seeking advanced degrees in such studies.

The IEA seeks on the graduate level to create centers which will include many schools and programs in addition to Arts and Sciences, such as Medicine, Law, Business and Agriculture. Indeed, an NDEA center may well be one of many participants in a new IEA graduate center.

In addition, the new centers need not be restricted to a geographic approach but may concentrate on certain world-wide functional problems.

On the undergraduate level, we seek through Section 4 to reach *all* students and not merely those who intend to specialize in area or regional studies.

The contemplated base is much broader and the resources which will be employed to carry out the Act's objectives will be far more varied than under the NDEA. Moreover, since the NDEA was enacted to meet certain highly specialized needs related to national defense, we felt it was more appropriate for the broad academic purposes of the IEA to be pursued through an independent legislative enactment.

4. Q. Mr. Secretary, you are probably aware that several colleges and private organizations in Vermont are making outstanding contributions to international

education. One of them, for example, a small liberal arts college in the northern part of the State has given English language training to some 40,000 foreign nationals from 60 countries in the past dozen years. Is there anything in this legislation which would fund a program such as teaching English as a second language?

4. A. There is nothing specifically in the legislation to cover a program for the training of foreign nationals or foreign students. While there may be a need for such a program and courses in this area, the International Education Act is designed primarily for U.S. colleges and American students attending them. Several features of the Act are relevant to the problem at hand:

Private non-profit groups are eligible for grants if they can make an especially significant contribution to the purposes of the bill. The work of such organizations may well have an indirect benefit on the teaching of English to foreigners.

Secondly, the university itself in developing a Section 4 program may choose to develop activities that will involve American students in seminars, discussion groups, or extracurricular activities with foreign nationals.

Thirdly, while we have not thought of the program described as meriting a high priority under the terms of the Act, we do believe that it could be developed into an approvable project application by the inclusion of dimensions beyond the teaching of English which are specifically geared to the needs of American students.

LIBRARY OF CONGRESS STUDY

Senator JAVITS. I have also a survey of selected institutions of higher education with study programs preparing students for work abroad, a printed document made at my request and dated February 22, 1961. I leave it to the judgment of the Chair as to whether this report by the Library of Congress, which gives the status of the international education programs in our institutions of higher education, if it were updated—it is a few years old—should or should not be made part of our record. But I submit it because I think it is the first thing that was done in pursuance of my own deep concern with this problem.

Senator MORSE. If the Senator will let me interrupt a moment, I am going to withhold inserting the report in the record at this time. It will eventually be inserted anyway with subcommittee approval, but I would like to see if we cannot get it brought up to date. It should not take very long to have it revised by the Library of Congress, but I would like to attempt to get it in current form for insertion in the record, because I think it is the type of material we ought to have on each Senator's desk in the printed proceedings when we come to consider the matter.

Senator JAVITS. If the chairman will allow me, with the consent of the chairman, I will request the Library of Congress to update it.

Senator MORSE. We will make that request forthwith.

Senator JAVITS. Then I ask S. 2037, which is the bill I introduced to accomplish the purposes to which the witness is now testifying, that is, S. 2874, the chairman's bill.

Senator MORSE. That bill will be inserted in the record at the close of the hearings this morning.

(The document referred to follows:)

89TH CONGRESS
1ST SESSION

S. 2037

IN THE SENATE OF THE UNITED STATES

MAY 26 (legislative day, MAY 24), 1965

Mr. JAVITS introduced the following bill; which was read twice and referred to the Committee on Labor and Public Welfare

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A BILL

To amend the National Defense Education Act of 1958 in order to provide for certain international affairs programs.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That title IX of the National Defense Education Act of 1958 is amended—

(1) by inserting after the title the following: "PART I—GENERAL";

(2) by striking out the word "title" in section 1102 and inserting in lieu thereof the word "part"; and

(3) by adding at the end thereof a new part as follows:

II

"PART II—INTERNATIONAL AFFAIRS

"STATEMENT OF PURPOSE

"SEC. 1111. (a) The Congress finds and declares that the international programs and activities of the United States business community, cultural and educational institutions, and Government have attained a position of primary importance to the national security and the economic and social welfare of the United States. Further, with the increasing responsibilities inherent to United States free world leadership, these international programs and activities will require continued expansion in scope and improvement in quality, especially with respect to the personnel engaged in them.

"(b) The national need for people with knowledge in fields related to international affairs is not currently being met, and large-scale efforts will be required to meet the mounting needs of the future. A greater number of students, teachers, businessmen, professional people, and Government officials must be better prepared to deal with the growing challenges and opportunities in the international field. It is the purpose of this part to improve and develop the facilities in institutions of higher education for the training of students and others for work in the field of international affairs.

"INTERNATIONALS AFFAIRS PROGRAMS

"SEC. 1112. (a) The Commissioner is authorized to arrange through contracts with institutions of higher education for the establishment and operation of programs of international affairs studies for the training of individuals for—

"(1) overseas employment as administrative or technical personnel in business or Government work;

"(2) work in the United States in international affairs; or

"(3) teaching or research work in international affairs.

Any such program may include necessary language training and guidance and counseling in employment opportunities. Any such arrangement may cover not more than 50 per centum of the cost of the establishment and operation of the program with respect to which it is made, including the cost of grants to the staff for travel in the foreign areas, regions, or countries with which the subject matter of the field or fields in which they are or will be working is concerned and the cost of travel of foreign scholars to enable them to teach or assist in teaching in such program and the cost of their return, and shall be made on such conditions as the Commissioner finds necessary to carry out the purposes of this section.

"(b) The Commissioner is also authorized to pay stipends to individuals undergoing advanced training in international affairs at any short-term or regular session of any institution of higher education, or of a comparable institution abroad approved for this purpose by the Commissioner, including allowances for dependents and for travel to and from their places of residence, but only upon reasonable assurances that the recipients of such stipends will, on completion of their training, be available for teaching international affairs in an institution of higher education or for such other service of a public nature as may be permitted in regulations of the Commissioner.

"INTERNATIONAL AFFAIRS INSTITUTES FOR SECONDARY SCHOOL TEACHERS

"SEC. 1113. (a) The Commissioner is authorized to arrange through contracts with institutions of higher education for the establishment and operation of short term or regular session institutes for teachers in secondary schools in order to give them a broader understanding of international affairs. Any such arrangement may cover the cost of the establishment and operation of the institute with respect to which it is made, including the cost of grants to the staff of travel in the foreign areas, regions, or countries with which the subject matter of the field or fields in which they are or will be working is concerned, and the cost of travel of foreign scholars to enable them to teach or assist in teaching in such institute and the cost of their return, and shall be made on such conditions as the Commissioner finds necessary to carry out the purposes of this section.

"(b) The Commissioner is authorized to pay stipends to any individual to study in a program assisted under the provisions of this section upon determining that assisting such individual in such studies will promote the purpose of this part. Stipends under the provisions of this subsection may include allowances for dependents and for travel to and from the place of residence.

"APPROPRIATIONS AUTHORIZED

"SEC. 1114. There are authorized to be appropriated $3,500,000 for the fiscal year ending June 30, 1966, $8,000,000 for the fiscal year ending June 30, 1967, $12,000,000 for the fiscal year ending June 30, 1968, $15,000,000 for the fiscal year ending June 30, 1969, and $18,000,000 for the fiscal year ending June 30, 1970, and for each succeeding fiscal year, to carry out the provisions of this part."

EDUCATION FOR PEACE AMENDMENT

Senator JAVITS. Finally, Mr. Chairman, I would like to call the witness' attention to a proposal I introduced as an amendment to this bill, an amendment which I call "education for peace." It is like food for peace, except it relates to education. It will result in converting currencies of countries that have soft currencies into currencies usable here for the education of students coming to the United States. I would greatly appreciate the opinion of the Department on it in connection with these hearings as I do intend to call it up as an amendment to this bill.

Senator MORSE. It will be inserted at this point in the record. The Secretary will be requested to have his staff prepare a memorandum from the Department setting forth its views with regard to the amendment.

Senator JAVITS. Together with the explanatory statement I made on the floor.

Senator MORSE. The explanatory statement will be inserted as well.

(The documents referred to follows:)

89TH CONGRESS
2D SESSION

S. 2874

IN THE SENATE OF THE UNITED STATES

AUGUST 10 (legislative day, AUGUST 9), 1966

Referred to the Committee on Labor and Public Welfare and ordered to be printed

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AMENDMENT

Intended to be proposed by Mr. JAVITS to S. 2874, a bill to provide for the strengthening of American educational resources for international studies and research, viz: At the end of the bill add the following:

AMENDMENTS TO MUTUAL EDUCATIONAL AND CULTURAL EXCHANGE ACT OF 1961

SEC. 9. (a) Section 102 (b) of the Mutual Educational and Cultural Exchange Act of 1961 (22 U.S.C. 2452) is amended (1) by striking the period at the end of clause (9) and substituting a semicolon; and (2) by adding at the end thereof a new clause as follows:

"(10) promoting studies, research, instruction, and other educational activities of citizens and nationals of foreign countries in American schools, colleges, and universities located in the United States by making available to citizens and nationals of less developed friendly foreign countries for exchange for currencies of their respective countries (other than excess foreign currencies), at United States embassies, United States dollars in such amounts as may be necessary to enable such foreign citizens or nationals who are coming temporarily to the United States as students, trainees, teachers, instructors, or professors to meet expenses of the kind described in section 104 (e) (1) of this Act."

(b) Section 104 of the Mutual Educational and Cultural Exchange Act of 1961 (22 U.S.C. 2454) is amended by adding at the end thereof a new subsection as follows:

"(g) (1) For the purpose of performing functions authorized by section 102 (b) (10) of this Act, the President is authorized to establish the exchange rates at which all foreign currencies may be acquired through operations under such section, and shall issue regulations binding upon all embassies with respect to the exchange rates to be applicable in each of the respective countries where currency exchanges are authorized under such section.

"(2) In performing the functions authorized under section 102 (b) (10) of this Act, the President shall make suitable arrangements for protecting the interests of the United States Government in connection with the ownership, use, and disposition of all foreign currencies acquired pursuant to exchanges made under such section.

"(3) The total amount of United States dollars acquired by any individual through currency exchanges under the authority of section 102(a)(10) of this Act shall in no event exceed $3,000 during any academic year.

"(4) An individual shall be eligible to exchange foreign currency for United States dollars at United States embassies under section 102(b)(10) of this Act only if he gives satisfactory assurances that he will devote essentially full time to his proposed educational activity in the United States and will maintain good standing in relation to such program.

"(5) As used in section 102(b)(10) of this Act, the term 'excess foreign currencies' means foreign currencies, which if acquired by the United States (A) would be in excess of the normal requirements of departments, agencies, and embassies of the United States for such currencies, as determined by the President, and (B) would be available for the use of the United States Government under applicable agreements with the foreign country concerned."

(c) Section 105 of the Mutual Educational and Cultural Exchange Act of 1961 (22 U.S.C. 2455) is amended by adding at the end thereof a new subsection as follows:

"(g) Notwithstanding any other provision of this Act, there are authorized to be appropriated for the purposes of making currency exchanges under section 102(b)(10) of this Act, not to exceed $10,000,000 for the fiscal year ending June 30, 1968, and not to exceed $15,000,000 for the fiscal year ending June 30, 1969.".

[From the Congressional Record, Aug. 10, 1966]

STRENGTHENING OF AMERICAN EDUCATIONAL RESOURCES FOR INTERNATIONAL STUDIES AND RESEARCH—AMENDMENT

AMENDMENT NO. 876

Mr. JAVITS. Mr. President, I submit an amendment, intended to be proposed by me to the bill (S. 2874) to provide for the strengthening of American educational resources for international studies and research.

This amendment to amend the National Education Act of 1966, would authorize the U.S. Government to accept foreign currencies from qualified students and teachers in the less developed nations with currency conversion problems, in order to help their students study in this country.

Currency expenses would apply only to the less developed friendly countries where the United States does not hold a surplus of local currencies. This would be for the foreign student an adaptation of what we call the Fulbright plan for Fulbright scholars, and the facts and figures point out that we have a great opportunity to help foreign students. Very few of them study here without any help from the U.S. Government.

This is a field in which we compete so ardently with the Soviet Union and Communist China. The plan I propose would be an effective way to encourage this kind of study without costing the United States any material amount of money.

I hope very much that Senators will consider this plan, which I call an "education for peace" plan, and that it may have widespread support in the Senate.

This proposal would supplement the educational exchange program under the Mutual Educational and Cultural Exchange Act of 1961—the Fulbright-Hays Act—which presently brings between 5,000 and 6,000 students into the United States annually on a scholarship basis at a cost of some $18 million a year. Under my amendment, U.S. funds would not be used to finance the education of these foreign students but rather would be employed to enable them to exchange their foreign currency for dollars in order that they might be able to finance their own education or use local scholarship money for study in this country. Thus, my amendment will enable U.S. colleges and universities to increase their export of knowledge.

An exchange limit of $3,000 annually is set for each student, which is generally in line with the estimated average cost of $2,600 for a school year in a non-public U.S. college or university. For the first year of the program's operation, $10 million of U.S. currency would be made available; $15 million is authorized the second year. Thus, an estimated 3,300 students could benefit from the program the first year and 5,000 the second year.

Last year, 82,045 students from 159 countries and territories attended more than 1,000 colleges and universities throughout the United States. Of this number, 37 percent were studying on their own resources and only 7.2 percent received their tuition from the U.S. Government; the remainder received aid from their own governments or from private sources, including U.S. colleges and universities themselves. Since many nations still retain various forms of currency exchange control, this is a remarkable record.

But the numbers of such students—many of whom are destined for leadership in their home countries—could be appreciably increased if the United States made a policy commitment to accept foreign students whose homelands have currency conversion difficulties. We do much the same thing in sales of food abroad under our food-for-peace program.

This is, in effect, an education-for-peace program, exporting the knowledge of our colleges and universities rather than the harvests of our fields and farms.

The United States should be encouraged in its own efforts to attract foreign students by the serious problems the Communists nations are having with their programs. Many Africans studying in both the Soviet Union and Communist China have complained of racial discrimination, restrictions on academic freedom, politically oriented rather than professionally oriented courses and heavy-handed attempts at proselytizing. We have a chance to do much better by providing an increased number of foreign students with an opportunity to observe and absorb within the United States the meaning of freedom in thought and in the practice of daily American life as well as providing a thorough grounding in the skills which are so needed for advancement abroad.

The PRESIDING OFFICER. The amendment will be received, printed, and appropriately referred.

The amendment (No. 736) was referred to the Committee on Labor and Public Welfare.

Response of Secretary of Health, Education, and Welfare Gardner to Question Submitted by Senator Morse

QUESTION NO. 2

Q. Could you supply for the record a memorandum setting forth the Departmental position on Amendment No. 736 to S. 2874, which was introduced by Senator Javits?

A. The Department fully endorses the general objective of Amendment No. 736; we favor the expansion and facilitation of study for foreign students in the U.S. However, we feel that the International Education Act of 1966 is not the appropriate instrument for expanding the foreign student program. The basic aim of the International Education Act is to strengthen the capacity of our domestic institutions of higher education for research, study and teaching in international affairs. *The emphasis is on institutions and not on individuals, on American schools and not on foreign assistance.* The inclusion of the programs envisioned by Amendment No. 736 in the International Education Act could detract from and confuse the Act's main purposes.

Serious consideration should be given to the foreign exchange problems which the amendment raises for both the U.S. and the foreign countries which will participate in the proposed program. The Department of Health, Education, and Welfare is not competent to comment on the technical fiscal problems involved and defers to the Department of the Treasury within whose jurisdiction such matters fall.

Senator MORSE. I understand that Senator Randolph from West Virginia has a distinguished guest this morning who is joining us in participating in these hearings and I would like to have the Senator from West Virginia introduce him for the record.

DR. HOFFMAN, DEAN OF INSTRUCTION, WEST VIRGINIA STATE COLLEGE

Senator RANDOLPH. Mr. Chairman, Dr. Edwin D. Hoffman is the dean of instruction at West Virginia State College at Institute. He is here this morning intensely interested in the provisions of the pending proposal. You are very thoughtful to allow him to be acknowledged as being present.

Senator MORSE. Dean, we are glad to have you with us.

Dean HOFFMAN. Thank you very much.

Senator MORSE. Senator Yarborough?

INDEPENDENCE OF UNIVERSITIES FROM FEDERAL CONTROL

Senator YARBOROUGH. Mr. Secretary, I think you have a fine statement. As one of the coauthors, along with our distinguished chairman and 11 other members of the Senate, of S. 2874, I am glad to see this much progress being made in this field. I am particularly interested in your prepared statement where you say:

> In my own writings I have often stressed the need for our universities to maintain their independence of the Federal Government. I sincerely believe that the provisions of this Act are such that the integrity and autonomy of our universities will be preserved and strengthened.

I note the bill itself on page 2, line 22, says:

> Grants under this section may be used to cover part or all of the cost of establishing, strengthening, equipping, and operating research and training centers, including the cost of teaching and research materials and resources and the cost of programs for bringing visiting scholars and faculty to the center, for the training and improvement of the staff, and for the travel of the staff in foreign areas, regions, or countries with which the center may be concerned. . . .

Do you think if the Federal Government puts up all the money that the independence and integrity of the academic community can be maintained in these centers without any Federal influence of them or direction, that their true quest will be for truth and learning and knowledge and not just to be agents of the Federal bureaucracy? That seems to me a problem.

Secretary GARDNER. I really have no serious doubt of it. I think that the record of Federal university relations is a long enough one and a full enough one now so that we are pretty well aware of the kinds of conditions that promote university autonomy. I think that kind of funding is entirely compatible with it.

When I spoke of the strengthening and protection of the autonomy of universities and protection of their integrity, I was thinking particularly of the long-term aspects of this, which I think is very important, and the fact that we are really asking universities to strengthen themselves as resources rather than doing what we have done so often, ask them to run errands for the Government.

Senator YARBOROUGH. Once during World War II, I was the military government officer of a combat division, the 97th, in Europe, and we had charge of—we first captured a territory taken over and moving forward. When we got to Bonn, Germany, I was installed in the office of the Governor of the Rhine of Westphalia Province. I roamed around among his records when I could catch odd minutes, understanding enough German to understand what was in them, and came across a file there where the golden key of Bonn University had been given to a distinguished graduate, the most distinguished recorded. He had been gauleiter or ruler of Norway. So this university took its golden key of the highest excellence and gave it to a man for oppressing the Norwegians under Hitler. I thought how proud I am that I am an American that it could not happen there. Many of us were shocked by the disclosures that the CIA by grants had turned parts of an American university seemingly into a cloak-and-dagger operation. I think it reflects no credit to the American academic community that they would take a grant and subvert the quest for knowledge into some kind of an adjunct of a cloak-and-dagger operation. That is what causes me to ask these questions. I don't want to see happen to the American universities what happened to these German universities, where they were giving their golden keys for excellence to the people who oppressed other peoples.

I would hope, Mr. Secretary, with your great background and learning, that you would devote part of your talents to see that this does not happen to American education. To me it was a beginning, when the CIA starts making secret grants to universities to carry out secret objectives, that seems to me the beginning of the decline of great American objectives as I see them.

POLICY JURISDICTION OF FOREIGN GOVERNMENTS

Your statement says:

> The centers will also become international resources with which the educational institutions and governments of other nations may collaborate on constructive activities.

Many of these governments of other nations, as we know, are purely dictatorships. Are these other governments of other nations going to have anything to say about these institutions and how they are being run? We know that we have more freedom here than most countries over there, and that many of them——

Senator MORSE. Still.

Senator YARBOROUGH. We still have more freedom.

Senator MORSE. That is a very important modification.

Senator YARBOROUGH. I accept the modification without hestitation. If we are going to turn it over to a bunch of petty dictators over the world and say we will ask their collaborations, let these governments say something about how it is going to be run, I think we had better take a second look, not at the Act before us, but at how it is going to be run; even though some of those petty dictators might be bought and paid for by the CIA. It is not a question of whose dictators they are, but it is a question that there is not any freedom in those countries.

Secretary GARDNER. Senator, the governments of other nations will not have any say in the running of these programs. The whole purpose of these programs is to put the universities, the recipients, in charge—colleges or universities. This is the sense in which they would be international resources. I may say that all of these programs will be going on well below the level of politics and policy activities of the moment. If a university in this country developed a major center on, let's say, arrid lands agriculture, it may well find it profitable to collaborate with agronomists in other countries who are concerned with the same problem, to set up experiments or exchange information or whatever. The same would be true of tropical medicine, developing economics, any number of fields. This is the sense in which the sentence is intended.

Senator YARBOROUGH. I did not mean by that that I expressed any doubts about the great value of exchanging scientific information whether it be agronomists, astronomers, physicists, or many fields. I did not mean those questions to raise any doubts about it. I think there is great value in exchanging this scientific information for the advancement of mankind. I did not mean to raise that question at all.

Secretary GARDNER. I realize that.

EXTENT OF UNIVERSITY INVOLVEMENT IN INTERNATIONAL EDUCATION PROGRAMS

Senator YARBOROUGH. These—in these programs, I note from this list, if I may become a bit parochial here, that in these NDEA centers, there is only one institution in my home State represented, and although that is the largest, and of course, I think the greatest in my State, we have other very fine institutions like Rice University and Texas A. & M. University and land-grant colleges that have certain competence in these fields and I am wondering—I shall not ask you to answer this now without some investigation of it—whether they have sought to participate in these programs or whether there was not enough money, or why some of the most competent in some of these fields have not been drawn into these programs? They are great universities with thousands of students and high academic ratings. I suggest that the Department look at the probability of others being involved in these programs.

I want to congratulate you on recommending this amendment to make it apply to all foreign languages and not to those unusual ones that are not normally taught in universities. I am gratified at what you say about French, Spanish, Italian, and so on, being useful in these countries. In my visits in Africa, I found that the people I saw in government were speaking either English, French, or Spanish. They were not speaking Yakut or Swahili or whatever it was. When they got to the governmental level, they were speaking a European language, French or Spanish. Most of them I saw were speaking French.

I think it is highly important in these underdeveloped nations, I know it is in Latin America, that we teach the language that is widely used. I think it is important that we teach French, Spanish, and Portuguese, too, in these schools as languages that will help us in our ability to communicate with two of the greatest underdeveloped areas in the world, South America and Africa.

Senator MORSE. Would you permit me to interrupt you? I want the attention of the reporter.

I would like to insert in the record immediately following Secretary Gardner's testimony this morning the memorandum that he referred to, the report that he referred to in his testimony upon which Senator Yarborough commented. It is entitled "Institutional Assistance Section, Division of Foreign Studies, NDEA Language and Area Centers and the Foreign Language Offerings, 1966-67," a report prepared by the Department of Health, Education, and Welfare, U.S. Office of Education. It will be printed in full in the record.

(The document referred to follows:)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, U.S. OFFICE OF EDUCATION, INSTITUTIONAL ASSISTANCE SECTION, DIVISION OF FOREIGN STUDIES

TABLE V.—*NDEA language and area centers and the foreign languages offerings, 1966–67*[1] *(June 1966)*

Institution	Languages with Federal support [1]	Languages without Federal support [1]
American University, Washington, D.C., 20016 (Prof. Kenneth P. Landon, director, Language and Area Center for South and Southeast Asia).	Hindi, Indonesian	(Sanskrit).
Antioch College, Yellow Springs, Ohio 45387 (Prof. Susana Bouquet, director, Language and Area Center for Latin America).	Portuguese, Spanish	
The University of Arizona, Tucson, Ariz. 85721 (Prof. Earl H. Pritchard, director, Language and Area Center in Oriental Studies).	Arabic, Chinese, Hindi, Japanese.	
Boston College, Chestnut Hill, Mass. 02167 (Prof. Raymond T. McNally, director, Language and Area Center for Slavic and East European Studies).	(Old Church Slavonic), Rumanian, Russian, Serbo-Croatian.	(Old Russian).

See footnotes at end of table.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, U.S. OFFICE OF EDUCATION, INSTITUTIONAL ASSISTANCE SECTION, DIVISION OF FOREIGN STUDIES—Con.

TABLE V.—*NDEA language and area centers and the foreign languages offerings, 1966–67*[1] *(June 1966)*—Continued

Institution	Languages with Federal support [2]	Languages without Federal support [2]
Brown University, Providence, R.I. 02912 (Prof. Jerome B. Grieder, director, East Asia Language and Area Center).	Chinese	
Bucknell University, Lewisburg, Pa. 17837 (Prof. David J. Lu, director, Language and Area Center for Japanese).	Japanese	
University of California, Berkeley, Calif. 94720 (Prof. David G. Mandelbaum, director, South Asia Language and Area Center).	Hindi-Urdu, Tamil, Telugu.	Bengali, [3] Marathi, [3] (Sanskrit).
University of California, Berkeley, Calif. 94720 (Prof. William M. Brinner, director, Near Eastern Language and Area Center).	Arabic, (Avestan), (Hittite), Persian, (Old and Middle Persian), (Sogdian), (Syriac), Turkish, (Ugaritic).	(Akkadian), (Aramaic), Armenian, (Classical Armenian), (Canaanite Dialects), (Coptic), (Egyptian), Hebrew, (Sumerian).
University of California, Berkeley, Calif. 94720 (Prof. Oleg A. Maslenikov, director, East European Language and Area Center).	Czech, Hungarian, Lithuanian, Polish, Russian, Serbo-Croatian.	Bulgarian, [3] (Old Russian), (Old Church Slavic).
University of California, Los Angeles, Calif. 90024 (Prof. Paul G. Proehl, director, African Language and Area Center).	Afrikaans, Bambara, Efik, Hausa, Igbo, Luganda, Sotho, Swahili, Twi, Yoruba.	
University of California, Los Angeles, Calif. 90024 (Prof. Johannes Wilbert, director, Latin American Language and Area Center).	Portuguese, Quechua	Spanish.
University of California, Los Angeles, Calif. 90024 (Prof. Gustave von Grunebaum, director, Near Eastern Language and Area Center).	Amharic, (Akkadian), (Aramaic), (Classical Arabic), Egyptian, Moroccan and Syrian Arabic, Armenian (Classical Armenian), (Chagatai), (Old Egyptian), (Old Ethiopic), (Georgian), Hebrew, Kabyle, Persian, Shilha, (Syriac), Tamazight, Turkish, (Ottoman Turkish), (Ugaritic), Urdu, Uzbek.	
The University of Chicago, Chicago, Ill. 60637 (Prof. Edwin McClellan, director, Far Eastern Language and Area Center).	Chinese, Japanese	
The University of Chicago, Chicago, Ill. 60637 (Prof. Eric P. Hamp, director, Center in Slavic and Balkan Studies).	Albanian, Bulgarian, Czech, Modern Greek, Kashubian, Polish, Rumanian, Serbo-Croatian, Slovak, Slovenian, Upper and Lower Sorbian, Turkish.	(Aromunian),[3] (Judeo-Spanish), [3] Macedonian,[3] (Old Church Slavonic), (Romani Gypsy),[3] Russian.
The University of Chicago, Chicago, Ill., 60637 (Prof. Edward C. Dimock, director, South Asia Language and Area Center).	Bengali, Hindi-Urdu, Kannada, (Sanskrit), Tamil.	Nepali,[3] (Pali),[3] (Prakrit).[3]
University of Colorado, Boulder, Colo. 80304 (Prof. Walter N. Vickery, director, Center for Salvic and East European Studies).	Czech, Polish, Russian, Serbo-Croatian.	(Old Church Slavic).
Columbia University, New York, N.Y. 10027 (Prof. L. Gray Cowan, director, African Language and Area Center).	Hausa, Swahili	
Columbia University New York, N.Y. 10027 (Prof. Charles Wagley, director, Language and Area Center for Latin American Studies).	Portuguese	Spanish.
Columbia University New York, N.Y. 10027 (Prof. Alexander Dallin, director, Soviet and East European Language and Area Center).	Russian, Ukrainian	Bulgarian, Czech, Polish, Serbo-Croatian.
Columbia University, New York, N.Y. 10027 (Prof. Wm. Theodore de Bary, director, East Asian Language and Area Center).	Chinese, Japanese, Korean	(Classical Chinese), (Classical Japanese), (Classical Tibetan).
Columbia University, New York, N.Y. 10027 (Prof. John Lotz, director, Uralic Language and Area Center).	Finnish, Hungarian	Estonian.[3]

See footnotes at end of table.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, U.S. OFFICE OF EDUCATION, INSTITUTIONAL ASSISTANCE SECTION, DIVISION OF FOREIGN STUDIES—Con.

TABLE V.—*NDEA language and area centers and the foreign languages offerings, 1966-67* [1] *(June 1966)—Continued*

Institution	Languages with Federal support [2]	Languages without Federal support [2]
Cornell University, Ithaca, N.Y. 14850 (Prof. Harold Shadick, director, East Asia Language and Area Center).	Cantonese and Mandarin Chinese, (Classical Chinese), Japanese, (Classical Japanese).	
Cornell University, Ithaca, N.Y. 14850 (Prof. Tom E. Davis, director, Language and Area Center for Latin American Studies).	Portuguese, Quechua	Spanish.
Cornell University, Ithaca, N.Y. 14850 (Prof. Gordon H. Fairbanks, director, South Asia Language and Area Center).	Dravidian linguistics, Hindi-Urdu, (Indo-Aryan linguistics), Sinhalese, Telugu.	
Cornell University, Ithaca, N.Y. 14850 (Prof. Frank H. Golay, director, Southeast Asia Language and Area Center).	Burmese, Indonesian, Javanese, Thai, Vietnamese.	Dutch, (Old Javanese), Tagalog.
Dartmouth College, Hanover, N.H. 03755 (Prof. Francis W. Gramlich, director, Language and Area Center for East Asia).	Chinese	
Duke University, Durham, N.C. 27706 (Prof. Robert I. Crane, director, Center for Southern Asian Studies).	Hindi-Urdu, Kannada, Marathi, Telugu.	
Duquesne University, Pittsburgh, Pa. 15219 (Prof. Gera Grosselbond, director, African Language and Area Center).	Hausa, Lingala, Swahili	Arabic.
Earlham College, Richmond, Ind. 47375 (Prof. Jackson H. Bailey, director, Language and Area Center for East Asia).	Japanese	
University of Florida, Gainesville, Fla. 32601 (Prof. Irving Wershow, acting director, Language and Area Center for African Studies).	Swahili	Portuguese.
University of Florida, Gainesville, Fla. 32601 (Prof. J. V. D. Saunders, director, Latin American Language and Area Program).	Portuguese, Spanish	
Fordham University, New York, N.Y. 10458 (Rev. Walter C. Jaskievicz, S.J. director, Russian Language and Area Center).	Russian	Czech,[3] Polish,[3] Lithuanian, (Old Church Slavonic).
George Washington University, Washington, D.C. 20006 (Prof. Kurt L. London, director, Language and Area Center for Sino-Soviet Studies).	Chinese, Russian	
Georgetown University, Washington, D.C. 20007 (Prof. Wallace M. Erwin, director, Language and Area Center for Middle East).	Arabic	(Classical Arabic).
Harvard University, Cambridge, Mass. 02138 (Prof. Donald H. Shively, director, Language and Area Center for East Asian Studies).	Chinese, Classical Chinese), Japanese, (Classical Japanese), Korean, (Pali), (Classical Tibetan).	Mongolian, (Classical Mongolian),[3] (Sanskrit).
Harvard University, Cambridge, Mass. 02138 (Prof. D. W. Lockard, director, Center for Middle Eastern Studies).	Arabic (Classical Arabic), Hebrew, Persian, Turkish, (Ottoman Turkish).	Armenian, (Classical Armenian), (Avestan), (Chagatai), Chuvash, Kurdish, Pashto, (Sogdian), (Old Anatolian Turkish), (Old Uighur), Yakut.
Harvard University, Cambridge, Mass. 02138 (Prof. Horace G. Lunt, director, Slavic Language and Area Center).	Polish, Russian	Czech, (Old Church Slavonic), Serbo-Croatian.
University of Hawaii, Honolulu, Hawaii 96822 (Prof. Charles B. Neff, director, Asian Studies Language and Area Center).	Cambodian, Chinese, Japanese, Korean, Thai, Vietnamese.	Hawaiian, Hindi, Indonesian, Javanese, (Pali), (Sanskrit), Tagalog.
Howard University, Washington, D.C. 20001 (Prof. Charles Frantz, director, African Language and Area Center).	Swahili, Tswana, Yoruba	Hausa, Kabyle.
University of Illinois, Urbana, Ill. 61803 (Prof. Solomon B. Levine, director, Asian Studies Language and Area Center).	Arabic, Burmese, Chinese, Hindi, Indonesian, Japanese.	Kashmiri,** Persian** (Sanskrit),[3] Turkish.[3]
University of Illinois, Urbana, Ill. 61803 (Prof. John Thompson, director, Language and Area Center for Latin America).	Portuguese	Spanish.
University of Illinois, Urbana, Ill. 61803 (Prof. Ralph T. Fisher, director, Russian Language and Area Center).	Polish, Russian	Serbo-Croatian, (Old Church Slavonic), Ukrainian.

See footnotes at end of table.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, U.S. OFFICE OF EDUCATION, INSTITUTIONAL ASSISTANCE SECTION, DIVISION OF FOREIGN STUDIES—Con.

TABLE V.—*NDEA language and area centers and the foreign languages offerings, 1966–67* [1] *(June 1966)*—Continued

Institution	Languages with Federal support [2]	Languages without Federal support [2]
Indiana University, Bloomington, Ind. 47405 (Prof. J. Gus Liebenow, director, African Language and Area Center).	Afrikaans, Ewe, Hausa, Igbo, Mende, Swahili, Temne, Yoruba.	Arabic, Krio,[3] Portuguese, Twi,[3] Zulu.[3]
Indiana University, Bloomington, Ind. 47405 (Prof. Edward J. Brown, director, Slavic Language and Area Center).	Czech, Rumanian, Russian, Serbo-Croatian, Slovenian.	Bulgarian, Lusatian, Polish, (Old Church Slavonic), Ukranian.
Indiana University, Bloomington, Ind. 47405 (Prof. Denis Sinor, director, Uralic and Altaic Language and Area Center).	Estonian, Finnish, Hungarian, Korean, (Middle Korean), Mongolian, Tibetan, Turkish, (Osmanli Turkish), Uzbek.	Azerbaijani,[3] Cheremis,[3] Chuvash,[3] (Manchu), Mordvin,[3] Yakut.[3]
State University of Iowa, Iowa City, Iowa 52240 (Prof. Y. P. Mei, director, Center for Far Eastern Studies).	Chinese, (Classical Chinese), Japanese.	
The Johns Hopkins University School of Advanced International Studies, Washington, D.C. 20036 (Prof. Majid Khadduri, director, Middle East Language and Area Center).	Arabic	Persian,[3] Turkish.
University of Kansas, Lawrence, Kans. 66045 (Prof. Thomas R. Smith, director, Language and Area Center for East Asian Studies).	Chinese, (Classical Chinese), Japanese.	(Classical Japanese).
University of Kansas, Lawrence, Kans. 66045 (Prof. Oswald P. Backus, director, Language and Area Center for Slavic and East European Studies).	Russian	Polish, Serbo-Croatian, (Old Church Slavonic).
Lincoln University, Lincoln, Pa. 19352 (Prof. John A. Marcum, director, African Language and Area Center).	African linguistics, Swahili	French.
Louisiana State University, Baton Rouge, La. 70803 (Prof. George F. Putnam, director, Russian Language and Area Center).	Russian	
Manhattanville College of the Sacred Heart, Purchase, N.Y. 10577 (Prof. Ruth Murdoch, director, Language and Area Center for East Asia).	Japanese	
University of Miami, Coral Gables, Fla. 33124 (Prof. Robert E. McNicoll, director, Latin American Language and Area Center).	Portuguese	Spanish.
The University of Michigan, Ann Arbor, Mich. 48104 (Prof. Charles O. Hucker, director, Far Eastern Language and Area Center).	Chinese, Japanese	
The University of Michigan, Ann Arbor, Mich. 48104 (Prof. William D. Schorger, director, Language and Area Center in Near and Middle Eastern Studies).	Arabic, Hebrew, Persian, Turkish.	(Akkadian),[3] (Classical Arabic),[3] (Aramaic),[3] (Biblical Aramaic),[3] (Avestan),[3] (Biblical Hebrew),[3] (Kurdish),[3] (Pehlevi),[3] (Classical Persian),[3] (Old Persian),[3] (Classical Turkish),[3] (Ottoman Turkish),[3] (Tanzimat Turkish),[3] (Ugaritic).[3]
The University of Michigan, Ann Arbor, Mich. 48104 (Prof. John Mersereau, director, Slavic Language and Area Center).	Polish, Russian	Serbo-Croatian.
The University of Michigan, Ann Arbor, Mich. 48104 (Prof. Gayl D. Ness, director South and Southeast Asia Language and Area Center).	Hindi-Urdu, Indonesian-Malay, Thai.	(Sanskrit).
Michigan State University, East Lansing, Mich. 48823 (Prof. Charles C. Hughes, director, African Language and Area Center).	Bambara, Bemba, Hausa, Igbo, Swahili, West African Pidgin English, Yoruba.	
Michigan State University, East Lansing, Mich. 48823 (Prof. William T. Ross, director, South Asia Language and Area Center).	Bengali, Hindi-Urdu (Sanskrit).	

See footnotes at end of table.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, U.S. OFFICE OF EDUCATION, INSTITUTIONAL ASSISTANCE SECTION, DIVISION OF FOREIGN STUDIES—Con.

TABLE V.—*NDEA language and area centers and the foreign languages offerings, 1966–67*[2] *(June 1966)*—Continued

Institution	Languages with Federal support[1]	Languages without Federal support[1]
University of Minnesota, Minneapolis, Minn. 55455 (Prof. Alrik Gustafson, director, Center for Northwest European Language and Area Studies).	Danish, Finnish (Old High German) (Old Norse), Scandinavian linguistics.	Norwegian, Swedish.
University of Missouri, Columbia, Mo. 65202 (Prof. Paul Wallace, director, South Asia Language and Area Center).	Bengali, Hindi-Urdu	
University of New Mexico, Albuquerque, N. Mex. 87106 (Prof. Marshall R. Nason, director, Latin American Language and Area Center).	Portuguese	Spanish.
New York University, New York, N.Y. 10003 (Prof. Oscar Fernandez, acting director, Ibero-American Language and Area Center).	do	Do.
Northwestern University, Evanston, Ill. 60201 (Prof. Gwendolen M. Carter, director, Language and Area Center for Sub-Saharan Africa).	Bantu languages, Hausa, Maninka, Swahili.	Ewe,[3] Ga-Adangme,[3] Krio,[3] Twi, Yoruba.
Oakland University, Rochester, Mich. 48063 (Prof. Clyde B. Sargent, director, Language and Area Center for East Asia).	Chinese	
Oberlin College, Oberlin, Ohio 44074 (Prof. Ellsworth C. Carlson, director, East Asian Language and Area Center).	do	
Ohio University, Athens, Ohio 45701 (Prof. Alan Booth, director, African Language and Area Center).	Hausa	West African Pidgin English.
Ohio State University, Columbus, Ohio 43210 (Prof. Leon I. Twarog, director, Language and Area Center for Slavic and East European Studies).	Russian, Serbo-Croatian	Polish (Old Church Slavic).
University of Pennsylvania, Philadelphia, Pa. 19104 (Prof. Moshe Greenberg, director, Middle East Language and Area Center).	Arabic, Turkish	(Akkadian) (Avestan), Hebrew, Persian.
University of Pennsylvania, Philadelphia, Pa. 19104 (Prof. Alfred Senn, director, Slavic Language and Area Center).	Polish, Russian, Serbo-Croatian, Ukrainian.	Bulgarian,[3] Czech,[3] Latvian,[3] Lithuanian, (Old Church Slavic).
University of Pennsylvania, Philadelphia, Pa. 19104 (Prof. Richard D. Lambert, director, South Asia Language and Area Center).	Bengali, Gujarati, Hindi-Urdu, Nepali (Classical Tamil) Tamil.	(Avestan), (Old Hindi), (Middle Iranian), Malayalam (Pali), Persian, (Old Persian), (Prakrit), (Sanskrit), (Buddhist Sanskrit), Sinhalese,[3] Telugu.
Pennsylvania State University, University Park, Pa. 16802 (Prof. Vernon Aspaturian, director, Slavic and Soviet Language and Area Center).	Polish, Ukrainian	Lithuanian, Russian.
University of Pittsburgh, Pittsburgh, Pa. 15213 (Prof. Yi-T'ung Wang, director, East Asian Language and Area Center).	Chinese, Japanese	
Portland State College, Portland, Oreg. 97207 (Prof. Frederick J. Cox, director, Middle East Studies Center).	Arabic, Hebrew, Persian, Turkish.	
Portland State College, Portland, Oreg. 97207 (Prof. H. Frederick Peters, director, Language and Area Center for Central Europe).	Czech, Polish, Serbo-Croatian.	German, Hungarian, Russian.
Princeton University, Princeton, N.J. 08540 (Prof. Frederick W. Mote, director, Language and Area Center in East Asian Studies).	Chinese, Korean	Japanese.
Princeton University, Princeton, N.J. 08540 (Prof. T. Cuyler Young, director, Language and Area Center for Near Eastern Studies).	Arabic, Persian (Ottoman Turkish).	(Akkadian),[3] (Biblical Hebrew) (Sanskrit) (Syriac).[3]
Princeton University, Princeton, N.J. 08540 (Prof. Richard T. Burgi, director, Language and Area Center for Russian Studies).	Russian	Polish (Old Church Slavonic).
University of Rochester, Rochester, N.Y. 14627 (Prof. McCrea Hazlett, director, South Asia Language and Area Center).	Hindi	(Pali) (Sanskrit).

See footnotes at end of table.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, U.S. OFFICE OF EDUCATION, INSTITUTIONAL ASSISTANCE SECTION, DIVISION OF FOREIGN STUDIES—Con.

TABLE V.—*NDEA language and area centers and the foreign languages offerings, 1966–67*[1] *(June 1966)*—Continued

Institution	Languages with Federal support[1]	Languages without Federal support[1]
University of Southern California, Los Angeles, Calif. 90007 (Prof. Theodore H. E. Chen, director, East Asian Studies Center).	Chinese, Japanese	Russian (Old Church Slavonic).
Stanford University, Stanford, Calif. 94305 (Prof. Patrick D. Hanan, director, Chinese-Japanese Language and Area Center).	Chinese, Japanese	
Stanford University, Stanford, Calif. 94305 (Prof. John J. Johnson, director, Latin American Language and Area Center).	Portuguese, Spanish	
The University of Texas, Austin, Tex. 78712 (Prof. Edgard C. Polomé, director, Language and Area Center for Asian Studies).	Chinese, Hindi, Japanese, Telugu (Sanskrit)	Georgian.
The University of Texas, Austin, Tex. 78712 (Prof. John P. Harrison, director, Language and Area Center for Latin American Studies).	Maya, Portuguese	Spanish.
The University of Texas, Austin, Tex. 78712 (Prof. Robert Fernea, director, Middle East Language and Area Center).	Modern Standard Arabic, Egyptian Arabic (classical and Quranic Arabic) (Biblical Hebrew), Hebrew, Persian.	Syrian Arabic (Aramaic)[2] (Avestan)[2] (Classical Persian) (Sanskrit).
Tulane University, New Orleans, La. 70118 (Prof. William J. Griffith, director, Latin American Studies Language and Area Center).	Portuguese, Spanish	
University of Utah, Salt Lake City, Utah 84112 (Prof. Aziz S. Atiya, director, Middle East Language and Area Center).	Arabic, Persian, Turkish	Greek (Classical Greek), Hebrew, Hindi.[2]
Vanderbilt University, Nashville, Tenn., 37203 (Prof. Josef Ryzan, director, Slavic Language and Area Center).	Polish, Russian (Old Russian) (Old Church Slavonic).	
University of Virginia, Charlottesville, Va. 22903 (Prof. Charles G. Reid, Jr., director, Language and Area Center for Latin America).	Portuguese, Spanish	
University of Washington, Seattle, Wash. 98105 (Prof. George E. Taylor, director, Far Eastern and Russian Language and Area Center).	Chinese, Japanese, Korean, Mongolian, Russian, Thai, Tibetan, Vietnamese.	Chuvash,[2] Czech, Polish (Sanskrit), Serbo-Croatian Turkic Languages, Turkish, Yakut.[2]
Washington University, St. Louis, Mo. 63130 (Prof. Henry Fenn, director, Language and Area Center for Chinese and Japanese).	Chinese, Japanese	
University of Wisconsin, Madison, Wis. 53706 (Prof. M. Crawford Young, director, African Language and Area Center).	Arabic, Hausa, Swahili, Xhosa.	
University of Wisconsin, Madison, Wis. 53706 (Prof. Henry C. Hart, director, South Asian Language and Area Center).	(Buddhist Chinese) Hindi (Old Kannada) Oriya (Classical Persian) (Sanskrit), Telugu, Urdu.	Dravidian Linguistics, (Pali), (Historical Persian)
University of Wisconsin, Madison, Wis. 53706 (Prof. Norman P. Sacks, director, Language and Area Center in Latin American Studies).	Portuguese, Quechua, Spanish.	
University of Wisconsin, Milwaukee, Wis. 53211 (Prof. Henry W. Hoge, director, Latin American Language and Area Center).	Portuguese	Spanish.
Yale University, New Haven, Conn. 06520 (Prof. Roy A. Miller, director, East Asian Studies Language and Area Center).	Cantonese and Mandarin Chinese (Classical Chinese).	Japanese (Classical Japanese), Korean (Mongolian) (Tibetan).
Yale University, New Haven, Conn. 06520 (Prof. Richard M. Morse, director, Language and Area Center for Latin American Studies).	Portuguese, Spanish	
Yale University, New Haven, Conn. 06520 (Prof. Karl J. Pelzer, director, Southeast Asia Studies Center).	Burmese, Tagalog, Thai, Vietnamese.	Dutch,[2] Indonesian.

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[1] Includes certain classical languages (shown in parentheses) necessary to an understanding of the world area.

[2] Instruction available upon request.

Senator YARBOROUGH. Mr. Chairman, I will forego any further questions at this time.

Secretary GARDNER. May I make one comment?

Senator MORSE. Yes.

Secretary GARDNER. I fully agree with the Senator's comment that other institutions in Texas are worthy of consideration in connection with these grants and other parts of the University of Texas. I am particularly familiar with the University of Texas' Latin American program. But deleting the 50-50 provision will assist in the spread of some of these programs.

Also, the provisions of this act are substantially broader than the NDEA Act so that other kinds of programs could be acceptable.

POTENTIAL OF PROGRAM

Senator YARBOROUGH. Mr. Secretary, I think the potential of this act with the modest amount of $10 million to start is just almost incalculable. I think I agree with you that education, I would say, is the greatest of all things in this world. I visited this American University in Beirut a few years ago, where I learned that two Presbyterian missionaries from New York State founded it. They got permission from the Government, I don't know how yet, and taught Arabic and the board of trustees today are required to be residents of the State of New York. That is how impressed they were. When the U.N. Charter was written in San Francisco in 1945, there were more graduates of the University of Beirut that took part in the writing of that charter than any other university in the world. It shows what one university can do; its influence. I think great good can be accomplished under this act. I congratulate you on your leadership for it.

I want you to bear in mind the question that it is not to become an instrument for political aggression by any one government trying to put over its ideas. This will be a true search for learning, for truth, and for improvement of mankind.

Senator MORSE. Senator Randolph?

Senator RANDOLPH. Thank you, Mr. Chairman.

I am gratified to join with you and Senator Yarborough and others in the introduction of the Senate version of this legislation, which is also being considered in the House. In joining in the legislative approach in the Senate, I did so on the general purposes of the measure rather than on the specifics. The need to very clearly define the specifics has been indicated by our chairman, who is really asking some 20 or 30 questions, answers to which will be supplied by Secretary Gardner and the members of his staff. These are the officials who will be associated in formulating a detailed effort to make this legislation, if it becomes law, truly effective.

RESPONSIBILITY FOR PROGRAM ADMINISTRATION

In this connection, I would want to ask the first question that I think bears on the list of questions that will be asked by our chairman. Who would be the operating official responsible for the administration of this program? I do not believe that is made clear in your statement, which I listened to very carefully.

Secretary GARDNER. We have not set up the Center for Educational Cooperation yet. We will set it up very shortly and we will select a director for the center and that director will be the man who is in charge. He will report to Assistant Secretary of Education Paul Miller, of your own State. Paul Miller himself is very keenly interested in the international field. He will give a great deal of attention to this.

Now, though we are very close to an idea of whom we want for the center, we really, frankly, have been waiting until the legislation moves a bit farther until we engage in conversations.

Senator RANDOLPH. Thank you, Mr. Secretary.

Mr. Chairman, as we consider the legislation following the hearings—and I commend you for expediting the hearings on this measure—I think there is background material in that wealth of testimony which could become repetitive. We need answers to certain questions, and you are asking for those to be prepared.

ADVISORY COMMITTEE

But I believe there should be, Mr. Secretary, an advisory committee and I am going to offer such an amendment, at least to have it before the Subcommittee on Education. You are naturally going to be, as you said, yourself, keeping in very close touch with this program personally. You indicate that this can be done. But as we recommend policy and as we review the operations, I think the community of scholars itself could well be brouhgt into consultation. How would you feel toward a proposal of this type for an advisory committee?

Secretary GARDNER. Senator, there already is a provision for an advisory council. I do not believe it is in the legislation. It was mentioned in the House committee report and mentioned by the President in his message. I am very strongly in favor of such a committee. I completely agree with your point, that we need that kind of judgment and counsel from outside the Department.

Senator RANDOLPH. Thank you, Mr. Secretary.

You have emphasized, and there is no need to reemphasize, that it is not your desire that this legislation lend itself to rigid Federal control of higher education. That is true, is it not?

Secretary GARDNER. Yes, sir.

AUTONOMY OF UNIVERSITIES—FREEDOM FROM FEDERAL CONTROL

Senator RANDOLPH. I would follow what Senator Yarborough has said in this regard, simply to stress the magnitude of Federal participation. In these recent programs, let us say in our facilities program, we have been setting up some $460 million in Federal funds, last year, this year, and perhaps next year somewhat less because of the pressures of the budget. We have had some $120 million committeed to the graduate programs, I believe, and that is the figure that I remember, with scholarships in that amount under our loan program. I just give these indications of very large sums of money. You continue to say that you feel that this type of aid in no wise brings the elements of Federal control. It does not break down your thinking as to the independence of the higher institutions. Is this correct?

Secretary GARDNER. I think that you are now speaking of the total range of Federal contributions to universities?

Senator RANDOLPH. That is correct.

Secretary GARDNER. I think they vary considerably in their implications for control. I think that some have virtually no implications for control. I believe others need to be examined a good deal more carefully. I think we would have to take them one by one to explore those implications. I have done a good deal of writing on this. I think it depends on the conditions of the grant, the relationships as they develop over the years between the university and the Federal Government.

I believe that the kind of proposals in this piece of legislation are among those which are least likely to produce any element of Federal control whatever.

Senator RANDOLPH. Thank you, Mr. Secretary.

RELAXATION OF 50-50 CEILING

I so understood you in your statement as it was set forth. When you indicate a relaxation of the 50-percent ceiling on Federal spending in language and area centers, I presume, if I read you right on this, that you are thinking in terms of perhaps making it possible for the smaller colleges—frankly, the less affluent colleges—to participate. So if that is your thinking, I endorse it, because I think we need to spread the benefits beyond the rich colleges and universities. Is that your feeling, sir?

Secretary GARDNER. That is my view, Senator.

Senator RANDOLPH. Also, I would like to ask you to think with me for just a moment, and then, Mr. Chairman, I will conclude.

INSTRUCTION IN GOOD CITIZENSHIP

Your statement speaks about the need for international understanding. This is a good hope. I think that within the framework of our purpose, I can express this thought, Mr. Secretary. I am concerned, and it is not a concern of a person who just wants to wave a flag. I am concerned with the breakdown in considerable degree in this country of the respect of our citizens for law and order. This is not just something that I indicate lightly. Abraham Lincoln, I recall, said that respect for the law should be taught in the schools, in the seminaries, and in the colleges. I am asking you, Mr. Secretary, are we really teaching that in our colleges and universities? Are we, in our curricula, giving attention to this subject matter, which I think is very important, whether it is in one State or another, one area or another, or one part of the world or another? I am just asking you on an occasion of this kind to see if this is not a part of the program of education?

Secretary GARDNER. It is not specifically a part of the program under this legislation, but I would be very happy to comment as someone deeply interested in American education. I do believe that both the schools and the colleges are teaching a great deal that contributes to an understanding of law and order and that enables individuals to gain some respect for that. I think that in fact, studies of citizen attitudes have revealed over and over again that to the extent that individuals are increasingly educated, they have a greater respect for law and order, despite the very considerable publicity that is given to a small minority of the college population who do not appear to give that impression.

Senator RANDOLPH. I was not attempting, Mr. Secretary, to pull it out of its perspective and attempting to stay that the educational community is in large degree, guility of this disrespect for law and order. But I just felt I would want you to express what you have expressed. Certainly this must not be overlooked. If I sense the American people's stirrings today, many of them are really concerned, Mr. Secretary, about this situation. And educators must be, and I am sure are very concerned about it, too. I hope that whatever program we carry forward, whatever studies we develop, whatever new areas of education we explore, we will not forget that respect for law and order is fundamental and it must be taught in our schools and seminaries and colleges. I think we have to drive home this point.

Thank you, sir.

Senator MORSE. Thank you very much.

Mr. Secretary, as I said at the beginning of the hearing, we have a list of questions which has been prepared. At the request of the committee by the staff of the committee. It has been decided, because we have in the room individuals who will be subsequent witnesses, that they ought to know the concerns of the committee as manifested by these questions, and that also, being a public hearing, the press is entitled to know the feelings of the sub committee; therefore, I have been given a reading exercise that I am about to perform now, reading the questions, with very few comments on my part. They will be submitted to you for your staff to answer by way of written memorandums. Each question should be followed by the answer of the Department. The questions and replies will be printed in the hearing record and thus made available to the Senate. The questions are as follows:

QUESTIONS SUBMITTED TO SECRETARY GARDNER BY THE CHAIRMAN

The committee wishes, Mr. Secretary, to have you prepare for the subcommittee's use a Cordon print of the bill showing the changes made by the House to the bill, as introduced and accompany it with a memorandum setting forth the administration position on each change.

Dr. Halperin is well aware of the type of comparative print bills we request in that question.

Next, would you supply for the record a memorandum setting forth the administration position on Amendment No. 736 to S. 2874, which was introduced by Senator Javits, and which he commented on this morning.

Third, with respect to section 2 of H.R. 14643, what academic areas are excluded, if any, and why?

Four. With respect to section 3 of H.R. 14643—graduate centers—how many such centers are envisaged? Over what period of time? What geographical areas will be covered, continental or country by country? What conceptual field areas are envisaged? What is the estimated cost per center for establishment? What operating cost annually thereafter? What portion of operating cost per center would be borne from other funding?

What criteria would be used for selecting universities in which centers would be located?

What would be the administration position on additional language restricting the location of such centers to newly developing graduate schools?

How will an adequate geographic distribution of centers be assured?

What relationship, if any, will there be between the work of such centers and other governmental departments and agencies such as AID, Peace Corps, CIA, and State?

PROBLEM OF FEDERAL CONTROL

Toward the end of the list of questions, another set of questions dealing with the breakdown of this question will be submitted. The Senator from Texas has already indicated there is great concern on this subcommittee about the educational operations of CIA. We have a problem in this area confronting up at all times. We need to give an assurance to the country that we are not building an educational program in this country which will lead to a possible domination of our educational system by the Federal Government. You know my record in regard to that matter. I do not have fear of it, but the fear is abroad in the land. I think it is particularly important in connection with this particular bill that we leave no room for doubt that the educational controls and educational policies will be left to the institutions and will not be dictated by the Federal Government. As my subsequent questions will show, a very unfortunate situation has developed in connection with the bringing to light or disclosing of CIA activities in the field of higher education. This subcommittee and the Congress has the clear duty to remove any doubts that this program in any way will lead to covert control of any educational function of any institution of higher learning in this country.

What type of relationship is envisioned between centers and foundations, centers and nonprofit agencies such as the Foreign Policy Association?

To what extent will centers cooperate with extension programs of institutions at which they are located?

How will the centers interact with undergraduate teacher training in the field of international affairs?

What interaction is expected between such centers and other academic fields within an institution, such as a school of business administration, in preparing graduate students for export trade employment?

To what extent will such centers be concerned with international labor programs such as those in which the AFL-CIO is interested?

What ties, if any, will centers have with programs of international organizations such as UNESCO?

Mr. Secretary, what resources are now available in this area of international affairs and studies through the operation of graduate centers in our universities?

Is it the Department's intention to fund existing programs or is it to create new ones in institutions now lacking such resources?

That brings up in connection with the NDEA language programs this 50-50 formula now existing. If we are going to modify the 50-50 formula, and I think we should, should we then increase the authorization for title VI and if so, how much?

Could you supply the subcommittee with the evaluative criteria you would apply to an application in weighing the merits of these programs?

What precautions would you take to assure that research carried on with the funds supplied would be open research with full publication permitted?

What coordination will be maintained between this program with respect to library resources and those institutions whose special and research collections are funded under title II of the Higher Education Act of 1965?

How do you propose to allocate the funds under this act as between the graduate and the undergraduate sections?

With respect to section 4, the undergraduate programs, how will you define the area to which assistance is given in terms of undergraduate course offerings?

How will schools be selected—what standards and criteria will be set?

How will a geographic spread of selected schools be assured?

To what degree will the assistance be given to institutions not now offering undergraduate work in the international field? This bears upon Senator Yarborough's question.

With regard to the programs which are funded, would support be given to students for third-year abroad types of study?

Would funds be used and, if so, to what degree for study at the institution by foreign students?

Would this include travel and maintenance of the foreign student while in this country?

Is it proposed that teacher training institutions be given preference in selection?

Mr. Secretary, looking down the road for the coming decade, where do you think priority of funding should lie, with program support such as in this bill, or in student support as in NDEA, work-study and Economic Opportunity grants, or do you feel that the facilities provisions, such as those in the Higher Education Act of 1965 should have first call on the taxpayers' pocketbooks?

Do you feel that this program is deserving of financial support to a greater degree than other academic disciplines such as philosophy, communications or such applied fields as engineering or public administration?

To what extent, if any, will blocked funds abroad be made available to fund appropriate expenditures under this act, such as those involving foreign travel to and from the centers; procuring library materials from foreign sources, or employment abroad of translators and others to assist scholars in their work?

For example, could the authorities in this act under the very broad language of sections 2 and 3 be used to finance an archeological expedition or a botanical collecting trip, or a high energy physics seminar in Switzerland attended by scholars from many countries?

Mr. Secretary, would you agree that the language on page 6, in section 6 might be strengthened by the addition, as in the Higher Education Act of 1965, of the phrase, "or over the selection of library resources by any educational institution" just before the period on line 20?

Would not language also be helpful which would add the thought: "* * * or over the editing or publication of research funded by grants or contracts made available under the terms of this act"?

Would it be possible for you to include in the memorandum for inclusion in the bill a section on definitions? We note that in H.R. 14643, the term "institution of higher education" is not defined. How, without a definition section added to the bill, would you interpret the language?

I ask this because of my interest in the role, if any, of the junior and community colleges under the act. Senator Yarborough of Texas, along with Senator Randolph, and others on our subcommittee, are very much interested in giving support to the junior and community college development in this country and we would like to be assured, if it is within the scope of your plan, that the junior and community colleges will be included in this program.

(The following information was subsequently supplied for the record:)

RESPONSE OF SECRETARY OF HEALTH, EDUCATION, AND WELFARE GARDNER TO QUESTION SUBMITTED BY SENATOR MORSE

SUPPLEMENTAL QUESTION NO. 1

Q. Would it not be advisable to include in the reported bill a section on definitions? I note that in H.R. 14643 the term "institution of higher education" is not defined. How, without a definition section added to the bill, would you interpret the language? I ask this because of my interest in the role, if any, of the junior and community college under the Act.

A. We do not believe that a statutory definition of the term "institution of higher education" would serve any useful purpose because its general meaning is understood, and because the bill would authorize grants to single institutions or combinations of such institutions.

We intend to give the term "institution of higher education" a very inclusive interpretation, and as an administrative guide we would at the outset use the recently broadened definition applicable to the National Defense Student Loan Program (Section 461 of the Higher Education Act of 1965).

This would include public or other non-profit schools which meet specified accreditation standards and which provides not less than one-year programs of training to prepare students for gainful employment in a recognized occupation.

Other acts of a similar nature which do not contain such a definition are the Cooperative Research Act (20 U.S.C. 331–332b), Public Law 85-926, as amended, 20 U.S.C. 611–17 (grants for teaching in the education of handicapped children), and the educational television provisions of the Communications Act of 1934 (47 U.S.C. 390–97).

Senator MORSE. Next, to what extent would it be planned to subsidize foreign operations undertaken by universities like Michigan State University's AID projects abroad and American University projects like Camelot for the Army? These operations are being criticized for taking teachers and professors out of the classrooms to become foreign policy operatives and diminishing rather than elevating the class work. Moreover, if these activities are contracted for by the government, is it desirable to give them more money by grant, and should any activities, if they are continued, and many of us think they should not be continued, be a part in any way of an international education program?

My own comment on that question is if they are to be made a part of the international education program, I think the program will be severely jeopardized as far as its passage is concerned.

Although this bill is designed to put funds into educational institutions, the bill permits the Secretary of Health, Education, and Welfare to make grants to "public and private nonprofit agencies and organizations, including professional and scholarly associations."

Does this mean that funds could go to such nonprofit research groups as the Rand Corp., which does research by contract for the Air Force, the Research Analysis Corp., which does the same for the Army, the Foreign Policy Associations, the Institute for Defense Analysis, the foundations maintained by the CIA as covers, and many similar private groups? Why should more government money go to them by way of grant out of this program that seems designed to improve education rather than promote government research or carry on Government intelligence programs.

Is it the objective of this program to train men and women for the formulation and administration of U.S. governmental international programs? If it is, does that not mean that great pressure will be generated to keep various international aid and foreign administration programs going? Overstaffing is already one of the biggest problems of the foreign aid agency. AID finds it very difficult to keep them employed unless its programs are enlarged. In the Military Establishment, one of the biggest waste of manpower is in the military aid missions abroad. In some parts of the world, particularly in Latin America, they seem to have an adverse and not a favourable effect upon stability of institutions. We certainly hope it is not intended by this program to train and educate more people for this kind of activity, since we already have too many of them.

By what criteria will the money provided for be distributed? Will it go to the large institutions having extensive international programs like Georgetown University, Harvard, and Columbia? Will it go to the new universities being created to provide a new educational facility or will it go to the presently—in other words, to subsidize existing ones?

These are some of the questions that we wish to have memoranda submitted on. There will be others that would be submitted to your Department from time to time as we proceed to mark up this bill. I think the reading of the questions gives as clear an indication as the chairman can give of some of the concerns that exist within the committee, and I think at the very beginning is the time to clarify the Department's position on these questions and put our concerns to rest if that is possible.

I want to say for the record that this chairman is going to press for the most expeditious handling of this bill. I want to get it out of my subcommittee within the next 2 weeks. I want to get it ready for, I would hope, but this probably will not be possible—I had hoped, I will put it that way—I had hoped that we could get it reported out of the full committee before Labor Day. I am afraid that may not be possible now, through no fault of my subcommittee or, for that matter, through no fault of the full committee. We find ourselves in this situation, as the Senator from Texas knows, because of a bill that he so ably managed as chairman of the subcommittee of this Committee on Labor, the minimum wage bill. But in spite of everything he could do, it was not possible to reach the agreement without the time that has elapsed. We have reached an agreement. We reported the bill to the Senate yesterday and it will be ready for consideration, if the leadership wants to take it up next week. But we have other bills from chairmen of other subcommittees that have prolonged our consideration of this bill.

(The departmental replies to the questions posed by the chairman follow:)

RESPONSE OF SECRETARY GARDNER OF HEW TO QUESTIONS SUBMITTED BY SENATOR WAYNE MORSE

1. Q. Mr. Secretary, could you have prepared for subcommittee use a Cordon print of the bill showing the changes made by the House to the bill, as introduced, and accompany it with a memorandum setting forth the Administration position on each change?

1. A. Attached is the Cordon print with the Administration's comments indicated in the right-hand column.

H.R. 12451 ("THE INTERNATIONAL EDUCATION ACT OF 1966") AS CHANGED BY H.R. 14643 (AS IT PASSED THE HOUSE)

(Italic shows additions to text of H.R. 12451; brackets show deletions from H.R. 12451)

A BILL To provide for the strengthening of American educational resources *for international studies and research*

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "International Education Act of 1966."

FINDINGS AND DECLARATION

SEC. 2. The Congress hereby finds and declares that a knowledge of other countries is of the utmost importance in promoting mutual understanding and cooperation between nations; that strong American educational resources are a necessary base for strengthening our relations with other countries; that this and future generations of Americans should be assured ample opportunity to develop to the fullest extent possible their intellectual capacities in all areas of knowledge pertaining to other countries, peoples, and cultures; and that it is therefore both necessary and appropriate for the Federal Government to assist in the development of resources for international study and research [and to assist the progress of education in developing nations, in order to meet the requirements of world leadership.], *to assist in the development of resources and trained personnel in academic and professional fields, and to coordinate the existing and future programs of the Federal Government in international education, to meet the requirements of world leadership.*

ADMINISTRATION COMMENTS

General comment

House bill is an improvement over original Administration proposal. Only one addition and one substitution are recommended below.

Deletion seems appropriate to make clear that International Education Act is an essentially domestic measure and to bring "Findings and Declaration" language more in line with the substantive provisions of sections 3 and 4.

Additions appear appropriate in the light of the later, desirable annual report amendments incorporated into original Administration measure as section 8 of H.R. 14643. This report provision would require an annual report to the Congress reviewing the various activities of the Federal Government in support of international education and efforts being made to coordinate these activities.

CENTERS FOR ADVANCED INTERNATIONAL STUDIES

SEC. 3. (a) The Secretary of Health, Education, and Welfare (hereinafter referred to as the "Secretary") is authorized to arrange through grants to institutions of higher education, or combinations of such institutions, for the establishment, strengthening, and operation by them of graduate centers which will be national and international resources for research and training in international studies ⟦,⟧ *and the international aspects of professional and other fields of study.* Activities carried on in such centers may be concentrated either on specific geographical areas of the world or on particular fields or issues in international affairs which concern one or more countries, or on both. *The Secretary may also make grants to public and private nonprofit agencies and organizations, including professional and scholarly associations, when such grants will make an especially significant contribution to attaining the objectives of this section.*

(b) Grants under this section may be used to cover part or all of the cost of establishing, strengthening, equipping, and operating research and training centers, including the cost of teaching and research materials and resources and the cost of programs for bringing visiting scholars and faculty to the center, ⟦for the training and improvement of the staff, and for the travel of the staff in foreign areas, regions, or countries with which the center may be concerned.⟧ *and the cost of training, improvement, and travel of the staff for the purpose of carrying out the objectives of this section.* Such grants may also include funds for stipends (in such amounts as may be determined in accordance with regulations of the Secretary) to individuals undergoing training in such centers, including allowances for dependents and for travel *for research and study* here and abroad. Grants under this section shall be made on such conditions as the Secretary finds necessary to carry out its purposes.

Testimony supports need to make clear that the bill may be used to strengthen international dimensions of professional studies.

A desirable amendment which, as drafted, permits the limited participation of institutions other than colleges and universities when such participation will add "especially significant" support to the major thrust of the legislation: to strengthen American institutions of higher learning.

Technical improvement to eliminate the suggestion that grant funds for staff travel would be limited to travel in certain specified areas, regions, or countries.

Useful clarification; travel must be related to research or study objective.

H.R. 12451 ("THE INTERNATIONAL EDUCATION ACT OF 1966") AS CHANGED BY H.R. 14643 (AS IT PASSED THE HOUSE)—Continued

(*Italic shows additions to text of H.R. 12451; brackets show deletions from H.R. 12451*)—Continued

GRANTS TO STRENGTHEN UNDERGRADUATE PROGRAMS IN INTERNATIONAL STUDIES

A BILL To provide for the strengthening of American educational resources for international studies and research—Continued	ADMINISTRATION COMMENTS
	General comment
SEC. 4. (a) The Secretary is authorized to make grants to institutions of higher education, *or combinations of such institutions,* to assist them in planning, developing, and carrying out a comprehensive program to strengthen and improve undergraduate instruction in international studies. Grants made under this section may be for projects and activities which are an integral part of such a comprehensive program such as—	Testimony supports desirability of participation by consortia of academic institutions (as under SEC. 3(a)), as well as grants to single institutions.
(1) [faculty] planning for the development and expansion *of* undergraduate programs in international studies;	Useful technical amendment. Planning may be necessary on broader level than faculty affairs alone.
(2) teaching, research, curriculum development, and other related activities; [(2)] *(3)* training of faculty members in foreign countries; [(3)] *(4)* expansion of foreign language courses;	Helpful additions to the original listing of examples.
[(4) work in the social sciences and humanities which is related to international studies;]	This was properly deleted because it was interpreted by some witnesses as restricting the fields related to international education which could participate in the program. We favor the broadest possible inclusion of academic fields.
(5) planned and supervised student work-study-travel programs; and	
(6) programs under which foreign teachers and scholars may visit institutions as visiting faculty [or resource persons].	Phrase "resource persons" viewed as ambiguous. Deletion recommended.
(b) A grant may be made under this section only upon application to the Secretary at such time or times and containing such information as he deems necessary. The Secretary shall not approve an application unless it— (1) sets forth a program for carrying out one or more projects or activities for which a grant is authorized under subsection(a);	

(2) sets forth policies and procedures which assure that Federal funds made available under this section for any fiscal year will be so used as to supplement and, to the extent practical, increase the level of funds that would, in the absence of such Federal funds, be made available for purposes which meet the requirements of subsection (a), and in no case supplant such funds;

(3) provides for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement of and accounting for Federal funds paid to the applicant under this section; and

(4) provides for making such report, in such form and containing such information, as the Secretary may require to carry out his functions under this section, and for keeping such records and for affording such access thereto as the Secretary may find necessary to assure the correctness and verification of such reports.

(c) The Secretary shall allocate grants to institutions of higher education under this section in such manner and according to such plan as will most nearly provide an equitable distribution of grants throughout the States while at the same time giving a preference to those institutions which are most in need of additional funds for programs in international studies and which show real promise of being able to use [additional] funds effectively.

The Department believes that grants should be made to both institutions having some kind of international education program and those just beginning one. The word additional" suggests that funds could in no case go to a school which did not already have an international studies program, and for that reason we support its omission. For the same reason the other "additional" in the sentence should also be omitted.

METHOD OF PAYMENT; FEDERAL ADMINISTRATION

SEC. 5. (a) Payments under this Act may be made in installments, and in advance or by way of reimbursement with necessary adjustments on account of overpayments or underpayments.

(b) In administering the provisions of this Act, the Secretary is authorized to utilize the services and facilities of any agency of the Federal Government and of any other public or nonprofit agency or institution, in accordance with agreements between the Secretary and the head thereof.

H.R. 12451 ("THE INTERNATIONAL EDUCATION ACT OF 1966") AS CHANGED BY H.R. 14643 (AS IT PASSED THE HOUSE)—Continued

(*Italic shows additions to text of H.R. 12451; brackets show deletions from H.R. 12451*)—Continued

FEDERAL CONTROL OF EDUCATION PROHIBITED

A BILL To provide for the strengthening of American educational resources for international studies and research—Continued	ADMINISTRATION COMMENTS
SEC. 6. Nothing contained in this Act shall be construed to authorize any department, agency, officer, or employee of the United States to exercise any direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution.	*General comment*

APPROPRIATIONS AUTHORIZED

[SEC. 7. For the purpose of making grants under sections 3 and 4 of this Act, there are authorized to be appropriated such sums as may be necessary for the fiscal year ending June 30, 1967, and each of the four succeeding fiscal years.]	
SEC. 7. *(a) The Secretary shall carry out during the fiscal year ending June 30, 1967, and each of the four succeeding fiscal years, the grant programs provided for in this Act.* *(b) [illegible] the purpose of making grants under this Act, there is hereby authorized to be appropriated in the sum of $10,000,000 for the fiscal year ending June 30, 1967, $40,000,000 for the fiscal year ending June 30, 1968, and $90,000,000 for the fiscal year ending June 30, 1969; but for the fiscal year ending June 30, 1970, and the succeeding fiscal year, only such sums may be appropriated as the Congress may hereafter authorize by law.*	House bill substitutes fixed authorizations for open-ended ones. See Secretary Gardner's testimony (p. 58) for commentary on these figures.

ANNUAL REPORT

SEC. 8. *Prior to January 31 of each year, the Secretary shall make a report to the Congress which reviews and evaluates activities carried on under the authority of this Act and which reviews other activities of the Federal Government drawing upon or*	Administration views this report as a useful and significant contribution to the legislation. See Secretary Gardner's testimony (p. 60) for explanation of suggested substitution of "the President" in lieu of "the Secretary."

strengthening American resources for international study and research and any existing activities and plans to coordinate and improve the efforts of the Federal Government in international education.

AMENDMENTS TO STRENGTHEN TITLE VI OF THE NATIONAL DEFENSE EDUCATION ACT OF 1958

REMOVING REQUIREMENT FOR AREA CENTERS THAT ADEQUATE LANGUAGE INSTRUCTION NOT BE READILY AVAILABLE

SEC. [8] 9. (a)(1) The first sentence of section 601(a) of the National Defense Education Act of 1958 is amended by striking out "(1)" and by striking out ", and (2) that adequate instruction in such language is not readily available in the United States".

(2) The first sentence of section [601(c) (as redesignated by section 102(a))] *601(b)* is amended by striking out "(with respect to which he makes the determination under clause (1) of subsection (a))" and inserting in lieu thereof "(with respect to which he makes the determination under subsection (a))".

A necessary correction of an erroneous reference.

REMOVING 50 PER CENTUM CEILING ON FEDERAL PARTICIPATION

(b) The third sentence of section 601(a) is amended by striking out "not more than 50 per centum" and inserting "all or part" in lieu thereof.

AUTHORIZING GRANTS AS WELL AS CONTRACTS FOR LANGUAGE AND AREA CENTERS

(c) Section 601(a) is amended by inserting "grants to or" after "arrange through" in the first sentence, and by inserting "grant or" before "contract" each time that it appears in the second and third sentences.

VESTING AUTHORITY FOR LANGUAGE AND AREA PROGRAMS IN SECRETARY

(d) Section 601 of the National Defense Education Act of 1958 is further amended by striking out "Commissioner" each time such term occurs and inserting in lieu thereof "Secretary".

Administration recommends addition of the additional NDEA amendment discussed in Secretary Gardner's testimony (p. 59).

2. Q. Could you supply for the record a memorandum setting forth the Departmental position on Amendment No. 736 to S. 2874, which was introduced by Senator Javits? Soft currency amendments.

2. A. The Department fully endorses the general objective of Amendment No. 736; we favor the expansion and facilitation of study for foreign students in the U.S. However, we feel that the International Education Act of 1966 is not the appropriate instrument for expanding the foreign student program. The basic aim of the International Education Act is to strengthen the capacity of our domestic institutions of higher education for research, study, and teaching international affairs. *The emphasis is on institutions and not on individuals, on American schools and not on foreign assistance.* The inclusion of the programs envisioned by Amendment No. 736 in the International Education Act could detract from and confuse the Act's main purposes.

Serious consideration should be given to the foreign exchange problems which the amendment raises for both the U.S. and the foreign countries which will participate in the proposed program. The Department of Health, Education, and Welfare is not competent to comment on the technical fiscal problems involved and defers to the Department of the Treasury within whose jurisdiction such matters fall.

3. Q. With respect to Section 2 of H.R. 14643, what academic areas are excluded, if any?

3. A. Section 2 sets forth the broad objective of expanding U.S. academic capabilities in all areas of knowledge pertaining to other countries, peoples, and cultures. We do not exclude any areas from potential inclusion in graduate or undergraduate programs. We hope to see across-the-board representation which will encompass—in one program or another—the humanities and sciences, the fine arts, the applied sciences, and professional education.

The language of the Act will encourage administrators and faculties to examine the international aspects of most disciplines and to pull these together into a coherent program that fits both the educational purposes of the institution and the purposes of the Act. Only when we have a program to review can we make the decision that certain academic areas as used in an individual program are inappropriate and should be excluded. Abstractly, it is impossible to say that certain areas are improper for International Education Act programs. The propriety of a given area can only be determined in the context of a fully thought out program.

For example, consider the subject of religion. If the program of a given college were to include course offerings in the Philosophy or Humanities Department which presented a survey of the world's major religions, we would have no objection if it were part of a sound overall program. However, we would not approve any program which included training for the religious professions. We are firmly committed to observing the recent Congressional prohibitions against the support of any program which is "specifically for the education of students to prepare them to become ministers of religion or to enter upon some other religious vocation or to prepare them to teach theological subjects." (See Section 401 (a) (1) of the Higher Education Facilities Act of 1963; Section 403 (d) of the National Defense Education Act of 1958 as amended, Section 2 (b) of the Act of July 26, 1954, as amended (Cooperative Research Act); Section 302 (h) of the Higher Education Act of 1965; etc.).

4. Q. (a) How many Section 3 centers are envisaged?

(b) Over what period of time?

4. A. We expect to have Section 3 Centers for Advanced International Studies reaching 100 institutions of higher education, either singly or in consortia, over the three-year authorization of the International Education Act.

With the help of the Advisory Council and with sound criteria developed in consultation with the academic community, the benefits of this legislation should therefore reach a quite substantially larger number of institutions, or consortia, than the 61 universities now having 98 Language and Area Centers funded under Title VI of the NDEA.

The lack of precedent for the purposes of this legislation, designed to protect the independence and integrity of the academic community from external pressures, make it difficult to define categorical estimates. We wish the universities independently to create innovative programs with an international component and must wait for the submission of sound proposals before responsible estimates can be made.

That is why, basically, we are seeking only $10 million to begin this program in order to evaluate the initial proposals of higher education institutions.

4(c). Q. What geographical areas will be covered—continental or country by country?

4(c). A. This decision rests primarily with the institutions receiving grants to establish Section 3 centers for advanced international studies. Broad flexibility as to scope and function should be allowed so that universities can develop wide-range proposals for graduate level programs.

With reference to geographical areas to be covered, some centers will undoubtedly focus on a single regional grouping of countries; others will have a series of programs dealing with several regions or groupings. Still others will focus on a particular problem or set of problems—scholars in this last type of institution will be able to transfer their knowledge of particular problems from one geographic area to another having similar difficulties. For example, the problems of land tenure and land reform in Bolivia and their various solutions might have application to a country like Indonesia. Thus, these new centers may represent a departure from the primarily geographic approacch of the National Defense Education Act programs.

4(d). Q. What conceptual field areas are envisioned?

4(d). A. Section 3 contemplates that certain universities will want to establish centers that are devoted to specific functional problems facing the world as a whole, rather than to the problems of a limited geographical area such as Africa or Southeast Asia. The number of these functional problems concerning which we have a national need for greater knowledge is considerable. A few important examples would include: tropical medicine, population control, arid lands agriculture, development economics, transportation planning, and the social and political problems of urbanization.

To give an example of the composition of a center devoted to a functional field, a university may elect to study tropical medicine. Such a center would possibly include several disciplines and departments. The School of Public Health and the Department of Medicine would be the key participants. Also important would be the biologists and ecologists from the Science Department and the cultural anthropologists and regional specialists from the Humanities Department. Linguists specializing in the several areas having the problem under study might also participate, as well as others—depending on the strengths of the institution involved.

In short, we will encourage the universities to the broadest possible consideration to conceptual fields and academic areas which might be supported under the terms of the Act.

4. Q. (e) What is the estimated cost per center for establishment?

(f) What operating cost annually thereafter?

4. A. It is likely that most of the funds will necessarily be used for planning in the first year of a Center for Advanced International Studies.

The amount required by a Center will be conditioned by its current status. In some cases, a grant as small as $25,000 may be all that is needed to give added impetus to an already established program. In other cases, because the program is in incipient stages, considerably larger grants, perhaps up to $500,000, may be needed. In every case, the amount granted will be based on careful evaluation of need to develop the highest quality program. (Please see #4(g).)

4(g). Q. What portion of the operating cost per center would be borne from other funding?

4(g). A. The proportion of Federal support will vary from center to center. We anticipate that a center will be entirely funded by Federal resources only under exceptional circumstances. Most centers will receive contributions and support from all sources that presently assist our universities and colleges—including business, the States or local communities, and the foundations. In addition, the universities and colleges themselves will be expected to supplement Federal grants, if possible.

Section 3 authorizes grants for the "establishment, strengthening and operation" of graduate centers. We expect that the amount of assistance necessary for each of these activities will vary. Thus, an institution establishing a new center will undoubtedly require more initial Federal assistance than one which seeks to strengthen or to receive assistance with the operation of an extant center. In the latter instance funding sources already exist and are committed; what is needed is supplemental aid.

To give a concrete example of Federal funding under Section 3: an existing center concentrating on Latin-American agriculture and composed of a consortia of universities might at present be supported through foundations and other sources. If that center sought to expand or strengthen its activities or its personnel and its program was found to be a sound one, it might well receive grant assistance through the IEA.

4(h). Q. What criteria would be used for selecting universities in which centers would be located?

4(h). A. We believe that the establishment of specific criteria for administering the provisions of this Act should be based on the expert advice of a broadly representative advisory group. We will make this a priority task of the Advisory Council on International Education (see question 12(c)).

The first year will be a planning year essentially, both for us and for the institutions, consortia, or other such combinations of institutions. In general terms, we would strive for stimulation, innovation, and strengthening centers which are nationally needed.

Three broad categories of institutions, or combinations, would seem to be appropriate for consideration, not necessarily in order of priority:

(1) Those now with considerable strength, but needing minimal support to become real centers of excellence;

(2) Those nearing the stage described above, but needing more support to achieve a wider diversity of programs or greater depth in certain areas;

(3) Those in the early development stage. Here we would propose to consider geographical distribution and how best to provide strong graduate centers to give focus and leadership to groups of institutions desirous of cooperating on common research, graduate study and undergraduate programs.

Consideration will also be given to the extent of overall institutional (or inter-departmental) concern and planning for international education, and especially the extent of the commitment on the part of the institution's leadership.

4(i). Q. What would be the Administration's position on additional language restricting the location of such centers to newly developing graduate schools?

4(i). A. We believe this would be an unwise and unduly restrictive amendment.

One harmful effect is quickly apparent: denying needed aid to existing programs might seriously impede the production of *future* faculty for newly developing graduate programs. In short, if we mean to spread educational quality, we cannot ignore the resources now in place, but must seek to raise them to new levels of excellence so that their strengths may be more widely available.

Establishing graduate centers that will have breadth, depth, and that can grow and endure is a complex task, requiring large sums of money, and long-term support.

As indicated in the response to question 4(h), we hope to achieve a reasonable balance between assistance to existing and newly developing programs. We would also seek to encourage cooperative arrangements between established and emerging graduate centers.

4(k). Q. How will an adequate geographic distribution of centers be assured?

4(k). A. Geographic distribution will be among the key criteria used to evaluate proposals. In order to assure high quality for long-term development, centers will be supported if their programs contain promise of an enduring entity capable of growth and permanence. We also propose to develop criteria for insuring that centers will be so distributed as to enable large numbers of our colleges and institutions to draw upon their scholarship and research capabilities.

The problem is similar to that dealt with in question 8(c) (below). In addition, given two applications of generally comparable merit, we would support the one serving a region having the fewest number of high-quality international programs. In the case of an application from an institution with an existing program contrasted with one of substantial promise from an area having little or no programs, we would tend to favor the emerging program. Finally, to prevent undue geographic concentration, we believe that generally no more than 10-15 percent of any appropriation should be made to institutions in a given State.

4(k). Q. What relationship, if any, will there be between the work of such centers and other governmental departments and agencies such as AID, Peace Corps, CIA and State?

4(k). A. The work of the new graduate centers will be an integral part of university research and study; the centers will *not* be government agencies or entities. Relationships between a center and HEW will be channeled through the organization that administers the grants to the universities—the Center for Educational Cooperation (CEC). The CEC will be located in HEW; HEW will be fully responsible for administering the Section 3 programs. The only role of other government agencies will be an advisory one. Thus, we are planning to receive suggestions and advice as to our national needs in international education from AID, Peace Corps and State Department. Because these agencies are responsible for conducting various phases of our foreign policy, they are acutely aware of the gaps and insufficiencies in our knowledge about other nations and cultures. One mechanism through which we will receive such suggestions will be the Interagency Council on International Educational and Cultural Affairs, which is chaired by Assistant Secretary of State Frankel. We would like to emphasize that the recommendations and priorities established by these agencies will not be binding on us in the administration of our grant programs—but will be advisory only.

We want to assure the Committee that grants will not be made to centers which have contracts with Federal intelligence agencies. If such relationships develop after a center has received a grant under the IEA, HEW would carefully review the center program and, unless satisfactory corrections were made, support would be withdrawn. Although we believe that for the most part we can rely heavily on the integrity of the universities and the scholars, we will develop the necessary procedures both for reviewing proposals and for followup action when necessary after centers are established.

Also see 5(d) and Supplemental 2 for additional remarks closely related to this question.

4(l). Q. What type of relationship is envisioned between centers and foundations, centers and non-profit agencies such as the Foreign Policy Association?

4(l). A. The relationship between the centers and the foundations will be basically the same as the relationship between other graduate divisions of a university and such organizations. We anticipate that the foundations will, as they have in the past, make significant contributions to the support and development of centers. The foundations have frequently played a pioneering role in developing new approaches to a field of study; we hope they will help to define promising patterns for the new centers to follow.

Section 3 authorizes grants to public and private nonprofit agencies and organizations, including professional and scholarly associations, when such grants will make an "especially significant contribution" to attaining the objectives of the section. The language of the Act limits contributions to non-profit agencies for efforts or programs which will help to build the strength of domestic graduate centers in international studies. This necessarily precludes grants to such agencies for international projects, no matter how worthy, that are not directed towards building U.S. graduate capacities.

Further, most grants to non-profit agencies will be made to those organizations whose primary concern is education and scholarship.

This section was included in the bill in recognition of the important contributions to international education that several organizations and entities which are not degree-granting institutions have made in recent years. Among these are the scholarly and professional organizations, area studies organizations, State or regional education entities with responsibilities in higher education, and educational research organizations. We do not wish to exclude these groups from aid under this Act in their efforts to develop resources, programs, and opportunities in the field of international studies.

4(m). Q. To what extent will centers cooperate with extension programs of institutions at which they are located?

4(m). A. Extension programs have long been an important function of American universities, a function which necessarily derives support from the undergraduate and graduate teaching and research activities of the university. If the resources which develop these latter activities are strengthened, the extension programs will also be improved.

The extension services of American universities have increasingly included within their programs a variety of activities in international education. Foreign students and scholars commonly have the opportunity of meeting with community groups. Conferences and workshops are sponsored by many universities which are devoted wholly or in part to international topics. Generally, the conduct of such activities draws upon the competence of the parent university for planning and execution. The work abroad of U.S. universities has resulted in extensive familiarity of some of our citizens with other countries of the world.

With the growth in number and strength of international centers in universities of this country, one may expect a variety of new devices to result which will share the competence of these centers with our citizenry as a whole. The differing forms which these devices may take make it impossible to describe specifically how such centers would cooperate with extension programs. However, it is certain that such improvements in the centers would strengthen the extension mission of the university just as it will directly improve undergraduate teaching.

4(n). Q. How will the centers react with undergraduate teacher training in the field of international affairs?

4(n). A. The Section 3 centers will be established on the graduate level and will not be directly connected with undergraduate training in education or other fields. However, the centers will have an important indirect effect; the general level of undergraduate training in international affairs is bound to improve under the influence of an advanced center for international studies. The research, publications, and other activities of the center will affect the entire university community.

The proper vehicle for improving undergraduate teacher training in international affairs is the grant program established by Section 4 of the International Education Act. All accredited undergraduate institutions will be eligible for assistance under that Section. We will welcome applications from teacher training institutions, for we are well aware of the impact that better teacher preparation in world affairs will have on elementary and secondary school students.

4(o). Q. What interaction is expected between such centers and other academic fields within an institution, such as a school of business administration, in preparing graduate students for export trade employment?

4(o). A. The graduate centers created under Section 3 will have a high degree of interaction with other academic fields at the same university. In fact, it is hoped that many graduate fields, including the professions, will actually be participants in the centers. Section 3 of this Act specifically addresses itself to the importance of cooperation between academic fields and hopefully will encourage business students and lawyers, as well as anthropologists and historians, to contribute their specific talents when those talents are related to the international problems under consideration by a center.

In regard to the specific example you have mentioned, we hope that at least some of the centers will concentrate on world economic and business problems—such centers would undoubtedly include participation from the business schools.

The wide range of academic areas that will be included can be understood by our plans for the composition of the centers. For example, one center might consist of several universities, joining together in a cooperative effort, each contributing a variety of resources and manpower. Another could consist of an interdepartmental unit at a single university. Either of these might become a Center for African Studies to which business administration, law, medical, language and other faculties all contribute. Another type of Center may focus on a particular problem or set of problems so that scholars will be able to relate their knowledge of particular problems from one geographic area to another. For example, research on meeting the challenge of illiteracy in several Latin American countries may be applicable in Asia or Africa.

4(p). Q. To what extent will such centers be concerned with international labor problems such as those in which the AFL-CIO is interested?

4(p). A. It is possible that a graduate center could choose to focus on international labor or manpower problems. If such a center were established, it would undoubtedly devote its energies to problems that are of interest to the AFL-CIO and might well seek the participation of members of that organization who possess an expertise in relation to the problems under study. However, whether or not direct union participation is desirable would be entirely up to the center.

We do not view the AFL-CIO itself as an organization which would likely qualify for grants under this act. Generally, only organizations which are directly related to research and education will be considered. The centers are to be established as part of the graduate structure of U.S. universities and cannot be created by groups that are not a part of that community. (See question 4(l).)

An example of the way that we envision labor participation in the centers: In the past it has been difficult to develop labor programs in a particular university that are responsive to our international needs. One university may be interested in Latin America and another university in labor economics. The problem has been one of finding a place to train economists specializing in Latin America in the labor economics of that region. The proposed new graduate centers, by combining the interests, needs and resources of several hitherto independent departments, could alleviate this problem.

4(q). Q. What ties, if any, will centers have with programs of international organizations such as UNESCO?

4(q). A. There will be no restriction by the U.S. Government on a Center's relationship with other organizations, except with Federal intelligence-gathering organizations. Thus, a college or university will be free to develop the kind of relationship with UNESCO and other multilateral organizations which best meet its own needs in developing the highest quality academic program.

We expect, as the language of the IEA indicates, that the Section 3 graduate centers will by virtue of their expertise become international as well as national resources and that they will maintain open lines of communications with organizations and institutions engaged in related educational pursuits.

5(a). Q. Mr. Secretary, what resources are now available in this area of international affairs and studies through the operation of graduate centers in our universities?

5(a). A. There is no complete current inventory, to our knowledge, of all international affairs and studies at the graduate level. An early task of the Center for Educational Cooperation will be to inventory and assess existing programs so that it can adequately plan its own efforts to fill the gaps under this Act.

Part of our ignorance in this area results from the fact that we are creating a new concept of international studies. We are now speaking not just of centers devoted to the study of the history, literature, geography, and languages of a specific geographic area of the world—but of centers which will be concerned with the international dimensions of many more academic subjects and disciplines. At present we have in the U.S. only a handful of institutions which have taken this cross-discipline approach. However, this does not mean that there are insufficient existing competences to draw on. We will be seeking new combinations and interactions of departments already having such competence. What will be new will not be the training the center participants receive in their own specialties, but the way they apply that training—in collaboration with other specialists in international problems.

Attached is a 1964 Department of State publication, prepared with the cooperation of the Office of Education, entitled "Language and Area Study Programs in American Universities" which describes 153 programs leading to graduate degrees in the fields of language and area studies—one of the fields that will have a key role in evolving the new programs. This includes both those developed by other sources and those assisted by Title VI of the NDEA.

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PUBLIC DOMAIN

(By Walter E. Mylecraine)

> Notice is hereby given of the following Statement of Policy of the Office of Education:
>
> Material produced as a result of any research activity undertaken with any financial assistance through contract with or project grant from the Office of Education will be placed in the public domain. Materials so released will be available to conventional outlets of the private sector for their use.
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> —*Federal Register*, July 28, 1965.

Education is America's largest industry. Last year, we spent about $39 billion on our schools . . . more than we spent for rockets, automobiles or lipsticks.

But in contrast to many modern industries, which spend up to 10 percent of their gross revenues on research and development, Americans allocate less than one-tenth of one percent of their educational expenditures to research. We have courted obsolescence in the past by ignoring the future, and we are already reaping the skimpy harvest of our penny-wise, pound-foolish educational research policy.

This pattern is changing. Since 1957, the Office of Education has financed 1,800 individual research projects designed to investigate the ways we teach and to improve them. From 1957 to 1965, the U.S. Government, through the Office of Education, invested $85 million on research, and the figure will rise sharply in years to come.

This increased expenditure has led the Office of Education to re-examine its publications policy, and to conclude that OE regulations governing the publication of research financed by public funds were inadequate.

The result of this reappraisal is the "Statement of Policy" printed above. Its two senses, while not examples of English prose at its most exhilarating, are the distillate of more than two years of discussion between OE officials and outside legal counsel, representatives of universities and publishing houses, and the heads of other Federal agencies. Understanding the statement's importance requires some appreciation of the magnitude of educational publishing in the United States today and its relation to educational research.

Research emerges from the scholar's study or laboratory in a variety of forms. Some of the new knowledge he develops and refines is published in professional journals addressed to school administrators and teachers.

Much of it, however, takes such commercial forms as textbooks, curriculum guides, tape recordings, films, and even computer programs . . . in short, as tangible items susceptible of mass production and distribution at a profit.

Thus, the university scholar who develops an improved approach to teaching eighth-grade mathematics, tests his ideas, and embodies them in a manuscript may well have an item of interest to a publisher.

The interest of publishers in such educational materials has grown keener in recent years, owing in part to the stream of educational legislation that has flowed from Congress during the past two sessions. The current American concern about the state of our schools has brought about new legislative programs that have sharply increased the demand for new texts and the entire array of modern teaching tools. At the same time, the Federal funds allocated for these programs have sharply increased the purchasing power of the schools.

In consequence, the educational market has become extremely attractive. According to authoritative estimates, American public and private schools spent about $1 billion last year for teaching materials. Educational publishing is big business.

In years past, researchers working under Office of Education grants or contracts were permitted to copyright their research and the educational material stemming from it. In almost every case, however, the project agreement required the researcher to give the Government an irrevocable, royalty-free license to use his work as it chose and "to authorize others so to do." As a legal entity, then, the copyright was a frail instrument.

But in practice, the Office of Education rarely exercised its licensing prerogative, simply because its stewardship of educational research was a relatively minor responsibility. Thus a copyright, which was legally almost worthless, became in the minds of some researchers and publishers a valuable and binding assertion of private ownership.

No longer. The new public domain policy prohibits the copyrighting of research materials developed under projects financed by the Office of Education.

Before explaining the Office of Education's decision to change its publication policy, it is worth making two points: first, the new policy will not apply to research projects approved before its effective date (July 14, 1965) unless the researcher or his institution agree that it should. Previously funded projects that continue over a period of years and are subject to annual approval will be considered individually by the Office. We believe that in such cases we will be able to reach an agreement acceptable to everyone concerned.

The second point to be made is that the new public domain policy does not absolutely rule out copyrighting in connection with research materials financed by the Office of Education. A publisher can copyright significant revisions of public domain material or additions to it. In such cases, of course, the original research material remains in the public domain, so that the publisher would be wise to indicate which parts of a work have been copyrighted. Similarly, the researcher who subsequently improves materials originally delivered to the Office under the terms of his contract or grant can copyright those improvements.

Our basic reason for changing the policy was our conviction that research produced with public funds should become public property. The benefits incident to expressing this principle in a public domain policy begin with the total elimination of Federal control over research materials. The administrative effect of the policy is to take such materials out of the hands of the Government and turn them over to the public as soon as grants or contract terms have been met. Thus, it is not the Office of Education but the educational marketplace—publishers, superintendents, school purchasing agents, librarians, and the students themselves—that will evaluate these materials and decide how they can best be used.

Even more important, we believe the new policy will improve the quality of research supported by the Office of Education. We believe it will foster in educational research generally a creativity, a cooperation, and a competition that copyrighting can tend to discourage. The public domain policy not only permits a scholar to build on the foundation laid by another, but in fact encourages him to do so. He can retain some sections of a published work in their original form and adapt others.

He can, for example, apply techniques developed by another scholar for the teaching of English or physics to the teaching of foreign languages or biology. This kind of intellectual hitch-hiking has always been basic to the advancement of knowledge, and there is no reason why it should not characterize research in education.

None of these statements should be interpreted as criticisms of copyrighting as such. The researcher who invests his own time at his own risk to develop an item of educational material has created a piece of private property just as surely as the man who builds his own home with his own funds. But the researcher working under OE grant or contract is using public funds, and he should no more have a legal monopoly over the fruits of that research than a road builder should own the highway he has built under public contract.

Summing up, we believe the public domain policy not only expresses sound principle but carries with it distinct advantages.

Nevertheless, the policy has its critics. Their basic contention is that the policy will not work, and their reasoning goes more or less like this: No publisher will invest money in a text or other teaching device unless he can protect his investment with a copyright. Why should a publisher set up type, print a volume, and then promote its distribution when any teacher, student, private citizen, or competing publisher can copy the contents with impunity?

This argument seems reasonable enough, but publishers refute it with their own practice. The fact that the Warren Report on the assassination of President Kennedy, and Surgeon General Luther Terry's report on smoking and cancer were in the public domain did not deter commercial publishers from reprinting them. For years, the Government Printing Office has issued 40,000 copies of the *Statistical Abstract of the United States* at $3.75 a copy. Recognizing that the *Abstract* is in the public domain, a paperback book publisher recently announced plans to issue an edition at $1.95, and plans a first printing of 125,000 copies. Evidence shows that timely marketing and attractive presentation are worthy substitutes for exclusive ownership in profitable publishing.

Another objection is that public domain subjects the researcher's work to unauthorized borrowing that may harm his reputation. As one scholar observed, "Once material is in the public domain, anyone may modify or tamper with it as he chooses, and an author may see some strange versions of his work."

But surely no scholar would claim ultimate wisdom. The Office of Education not only recognizes that others may adapt to new uses work supported by public funds but in fact hopes they will. The resulting changes may be for the worse as well as for the better. Agreed. . . . But such risk is inherent in all innovation, and American education badly, badly needs innovation.

We do not believe that encouraging revision by others represents a serious threat to a scholar's reputation. If he is quoted accurately and in context, he has no legitimate complaint, for no reputable scholar would knowingly use the work of another without acknowledging the debt. If the author is quoted inaccurately or out of context, he falls prey to the same misuse to which the work of any eminent writer is subject; the names of Charles Darwin and Sigmund Freud, among dozens of others that might be cited, seem to have survived decades of misinterpretation.

In any case, we believe the public domain policy is practical in purpose as well as sound in principle. It has been supported by the press, public officials, and by people in the publishing and academic communities. The American Newspaper Publishers Association and the American Textbook Publishers Institute both praised the policy; so have members of Congress. An editorial in the *Washington Post* stated well one of our prime objectives in announcing the policy:

"However interesting research findings may be to theorists, they will have practical effect only as they reach schools and children. They will be put to use more quickly, and more widely, because they will now lie in the public domain."

We need publishers and scholars. We believe that the research we support is a marketable commodity. And we believe that the production and dissemination of research materials under a public domain policy leaves plenty of room for all involved to seek their own varied interests.

The first example of research materials being released under the policy discussed here is *Project English*, a complete series of materials for a senior high school English curriculum, developed by the Curriculum Studies Center of Carnegie Institute of Technology.

The fundamental effect of the new public domain policy is to eliminate a legal monopoly. At the same time, it is calculated to speed the advance of educational research and encourage the operation of free enterprise mechanisms in educational publishings. In announcing a public domain policy, the Office of Education seeks to put those mechanisms to work for education and the public interest.

5(b). Q. Is it your intention to fund existing programs or is it to create new ones in institutions now lacking such resources?

5(b). A. As indicated in the answer to question 4(h) we believe it is important to do both. If an institution, or group of institutions, proposes to establish a center which would concentrate on a major international problem or geographical area not now included in any university program in this country, such a proposal would receive serious consideration. Of course, we are not interested in replacing non-Federal efforts with Federal assistance under the terms of this Act. Rather, we seek to stimulate new levels of excellence as well as totally new institutional undertakings.

5(c). Q. Could you supply the subcommittee with the evaluative criteria you would apply to an application in weighing its merits?

5(c). A. With the initial and continuing consultation of the academic community and with the help of the Advisory Council to the Secretary, we will give careful attention to evaluative criteria for section 3 of the Act. It is important that the Center for Educational Cooperation, in its administration of the Act, have a commitment to considering the system of higher education as a whole. For example, it is imperative that the initial advice to the Center assists in determining the criterial areas of need in both topical and area fields of study. It is equally imperative in considering the entire system of higher education in the U.S. that attention be given to the geographical dispersion of major graduate centers.

Within this framework, the following criteria would seem to offer promise for evaluating and weighing the merits of proposals from colleges and universities:

1. We believe that evidence should be clearly set forth which demonstrates the strength of the commitment both in terms of financial support and concern for international education as a vital element of institutional planning. Since the emphasis of the Act is upon strengthening institutional capability, we will stress that proposals be developed and sponsored by the institution as a whole rather than by some particular and smaller unit within it.

2. We will review and determine as accurately as possible the stage of development of the institution generally and its strength in international education specifically. This would enable the CEC to determine clearly what the impact of its support would be. Some institutions may be already strong in international research and graduate study and require only nominal support for balancing their efforts. Still other institutions will be progressing toward true eminence in the field and may require a different pattern of support, both in terms of amount and duration. Still other institutions may be in the early stages of planning for an international emphasis requiring an entirely different pattern of assistance.

3. Related closely to the previous point, evidence should be weighed that indicates the level of capability of the institution both in the present and for the future with particular reference to faculty and supporting resources.

4. We believe it important that careful study be made of the requirements for sustained support of a particular graduate center. Although the emphasis of the Act is one of providing longer-term assistance to U.S. universities, it will be necessary to weigh what the institution proposes for its own future development in the field of international education.

5. Careful attention must be given to the geographical location of institutions submitting proposals. Again, since one fundamental assumption of administering the Act is that of considering the entire system of higher education, we will determine the adequacy of graduate resources for international research and training in every area of the country.

6. Since we believe that in the early stage of administering the Act an emphasis should be given to long-term benefits, we will evaluate the extent to which graduate centers will prepare the next generation of scholars and teachers in international affairs. In short, do plans include emphases upon training programs for the longer term effort?

7. Certainly one of the criteria for evaluation will be whether the emphasis of a given proposal is on a topical or functional area of interest or is related to developing knowledge about a given cultural or geographical area of the world. We will assure that the administration of the Act will lead to the development of both types of centers.

8. We believe that attention should be given to whether the proposed Center relates to one or more of the basic disciplines or to the professional areas. One of the critical needs today is to advance in international education among the professional schools of American universities. At the same time, the fundamental disciplines of study are also crucial. Therefore, we will evaluate the appropriate placement of the centers in this regard.

9. With the assistance of the Advisory Council to the Secretary, and with the continuing help of the academic community, we will set forth the main areas of research and training needs. It is entirely possible that some broad general categories of need may be sufficiently delineated and defined that they would prove useful in weighing the merits of particular proposals. Such categories might deal with such needs as economic and social change, rural development, studies on food and population, the humanities and arts, and needed research about various countries, areas, and regions of the world.

10. Finally, we believe it important that proposals be weighed in terms of the extent to which a given institution may become a leader in a given geographic area and is in position to cooperate widely with other colleges and universities. The graduate centers will, undoubtedly, serve as the focal points for consortium arrangements for the graduate, research, and undergraduate features of the program.

5(d). Q. What precautions would you take to assure that research carried on with the funds supplied would be open research with full publication permitted?

5(d). A. No research supported by funds under this Act will be classified or in any other way kept confidential. The graduate centers funded under Section 3 will be an integral part of the university which establishes them. Once the program for a center has been approved and the money allocated to the university, the center will operate under university regulations. As with other graduate centers, individuals doing research or studies will publish their works through the university or other press. We are well aware that the universities of our country favor widespread exposure for all scholarly works.

It is a basic requirement of the Section 3 program that the work of the centers help to enrich the general body of knowledge about the subjects to which they are devoted. Support could not be given to establish a center when studies were being conducted for groups that denied the right to open publication. After a center was established, the presence of work denied the right to open publication would require thorough review. Unless prompt corrections were made, support would be withdrawn from the center. Such procedures will be clearly set forth in the process of evaluating and acting upon proposals.

In addition, it is now the official policy of the Office of Education to prohibit the copyrighting of any materials produced through research which it assists.* Requiring that such materials be placed in the public domain applies to the products of research activity which are either wholly or in part financed by OE grants or contracts. Significant revisions of public domain material can, however, be copyrighted. Nevertheless, the original research remains in the public domain. The Department will follow the same policy with regard to all research substantially and directly financed under the International Education Act.

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*The official notification of this policy was contained in the Federal Register, July 28, 1965: "Notice is hereby given of the following Statement of Policy of the Office of Education: Material produced as a result of any research activity undertaken with any financial assistance through contract with or project grant from the Office of Education will be placed in the public domain. Materials so released will be available to conventional outlets of the private sector for their use." (See attached article.)

Regulations will have to be developed which define the meaning of our conception of "substantially and directly financed," as used in the above paragraph. Certainly, it is our expectation and hope that many thousands of scholars will have at least a marginal relationship to the centers and undergraduate programs financed under the IEA. This beneficial relationship should in no way result in constraints upon the full and free publication of their own research efforts. On the other hand, works of individual scholars and institutions which are substantially financed under the terms of this Act should result in publications placed in the public domain.

6. Q. What coordination will be maintained between this program with respect to library resources and those institutions whose special and research collections are funded under Title II of the Higher Education Act of 1965?

6. A. The Center for Educational Cooperation, as the entity responsible for administering the programs in the Act, will cooperate closely with the Office of Education in assuring that any financial assistance to build up library resources for international affairs supplements rather than duplicates present programs such as Title II.

We are presently working to establish administrative procedures to insure the most intelligent distribution of all funds available for library development in internationally related fields.

If a university, or combination of universities, undertakes an extensive program in Latin American economics, one of the universities may have a portion of its library resources in this area already supported under Title II. In such a case, we would encourage inter-institutional sharing of these resources to avoid duplication. This evidence of cooperation will be one of the criteria for evaluating that portion of any proposal dealing with library resources.

7. Q. How do you propose to allocate funds under the Act as between the graduate and undergraduate sections?

7. A. Please see our response to Senator Javits' question 4.

8(a). Q. With respect to Section 4, the undergraduate programs, how will you define the area to which assistance is given in terms of undergraduate course offerings?

8(a). A. Section 4 authorizes a number of projects to strengthen international education at the undergraduate level, one of which is curriculum development. We have specifically refrained from specifying subjects of study to be included, because we hope that each institution will work out its own approach for introducing an international dimension. The colleges will be free to conduct a variety of programs in accordance with their interests, resources, limitations, and faculty strengths and weaknesses. We will encourage creative planning of innovative programs so that, over time, a series of alternative models most likely to be successful can be worked out. Emphasis throughout will be placed on programs which serve the needs of the greatest possible number of students.

8(b). Q. How will schools be selected—what standards and criteria will be used?

8(b). A. Specific criteria will be developed to carry out the intent of section 4(c) which calls for geographical distribution of grants and at the same time giving preference to institutional need and ability to use the funds effectively.

One of the first tasks of the Advisory Council on International Education [see Morse question 12(c)] will be to assist in developing a final set of criteria. However, as indicated in the answer to question 5(c), there are some basic principles upon which detailed standards or criteria should be based:

(1) The most equitable geographical distribution possible.

(2) A long-range plan which weaves international education into the total fabric of the institution, involving a broad range of the institution's different disciplines and departments.

(3) Either demonstrated or potential capability of obtaining faculty, administrative personnel, and other resources needed to accomplish the goals stated in the proposal.

(4) Creative programs for extending the program's impact to the largest part of the student body: for example, involving foreign nationals, including students, as academic resources in the program.

(5) A creative program of community involvement, through extension programs, seminars with foreign students, and the like.

8(c). Q. How will a geographic spread of selected schools be assured?

8(c). A. Geographical distribution is a complex determination and a significant criterion for evaluating proposals under Section 4. Therefore, as indicated in response to the previous question, 8(b), we will expect the Advisory Council, as a priority task, to assist in developing specific criteria. Meanwhile, we are considering possible alternatives for discussion with the Advisory Council; for example, distributing grants in proportion to the number of institutions of higher learning within a State or region, to relative student enrollments, to the number of existing international studies programs, etc.

At this time, it seems reasonable to expect that one standard, which has been followed in other Federal programs, will apply—institutions in any one State will not receive grants in excess of 10–15 percent of the total sums available in any fiscal year. We also believe that a satisfactory spread of institutions will be assured by our intention of considering the entire system of higher education in the U.S. and by the importance of accepting proposals which show promise of reaching the greatest number of the undergraduate students in our colleges and universities. Such criteria must be joined with those which will stress high quality of performance.

8(d). Q. To what degree will the assistance be given to institutions not now offering undergraduate work in the international field?

8(d). A. There is no set proportion for funding Section 4 programs in such institutions, nor do we believe that arbitrary limits on such aid should be set. The object of the legislation is to strengthen, over time, the international dimension of the undergraduate course offerings at American colleges. Institutions not now offering undergraduate work in international studies will be given full consideration under the Act. Since the funds, if scattered lightly, could be easily dissipated, we must look for indications of the colleges' ability to use the funds effectively and eventually to reach their entire student body. In addition, programs which will serve as demonstrations to other colleges and universities should be emphasized. Undoubtedly the Center for Educational Cooperation will be able to assist many institutions by the sharing of information apart from the provision of financial grants.

8(e). Q. With regard to the programs which are funded, would support be given to students for third-year abroad type of study?

8(e). A. This type of activity is clearly permissible under the terms of the Act. However, in view of the substantial cost of moving large numbers of American students to overseas educational programs—and the limited funds available—we would anticipate that study-abroad programs would constitute a quite small portion of the activities under the Act. Even here, support would not be given directly for student assistance but, rather, to the institutional programs within which the features of study abroad might be included.

8(f)(g). Q. Would funds be used, and, if so, to what degree for study at the institution by foreign students?

8(f)(g). A. Funds under this Act will not be used to support the study of foreign students at undergraduate institutions or their travel and maintenance in the U.S. Section 4 is designed to strengthen the international dimension of instruction at U.S. undergraduate institutions. Only programs which contribute to that goal will be funded. Thus, it will be possible to support foreign faculty members who provide international instruction at U.S. colleges, but not foreign students who are themselves learning rather than contributing to the development of the domestic institution. It will also be possible, as a limited part of an overall program of international instruction at the undergraduate level, to support programs which include work-study-travel activities for American students in foreign countries.

The only direct benefits that foreign students will receive through Section 4 will be the improved programs in international studies that will be available to them as well as to all students studying at American institutions.

8(h). Q. Is it proposed that teacher training institutions be given preference in selection?

8(h). A. Although they, as other types of accredited institutions of higher learning, would be included, teachers' colleges should not receive special priority in the award of Section 4 grants. Many teachers are not products of specific teacher training institutions, but emerge from liberal arts colleges, universities, and professional schools. The goal is to support good undergraduate programs of international studies, regardless of the type of undergraduate institution—junior college, teachers' college, liberal arts college, etc.

Our response to question 4(a) indicates the importance we attach to teacher training in international components.

9(a). Q. Mr. Secretary, looking down the road to the coming decade where do you think priority of funding should lie, with program support such as in this bill or in student support as in NDEA, Work Study and Economic Opportunity grants, or do you feel that the facilities provisions such as those in the Higher Education Act of 1965 should have first call on the taxpayers' pocketbooks?

9(a). A. During the past decade, American higher education has undergone a period of unprecedented growth. This will be no less true in the decade to come. It is now commonplace to recognize the burgeoning numbers of students who seek admission to our colleges and universities. The research and development obligations of colleges and universities have increased phenomenally in order to serve local, national, and international purposes. Simultaneously, American colleges and universities have become increasingly important in the solution of community problems.

Although our institutions will continue to find it difficult to fix priorities among these important needs, the question of priority weighs heavily upon both the academic community and the wise allocation of national resources.

Within this context of multiple need, we feel that it is fundamental to stress assistance for needy and deserving students in order that they may achieve some form of post-secondary education. Federal support to students in the form of financial aid gives them a greater opportunity to attend a college or university of their choice and to pursue a course of study in the field of their interest. In addition, the Federal Government is not placed in the position of seemingly favoring some institutions over others or of having any relationship whatsoever to their courses of study.

Increasing numbers of talented students cannot be properly served in mediocre facilities. Since the present backlog of needed construction amounts to over $4 billion, construction of facilities follows in priority to student aid. Moreover, this backlog will increase as student enrollments climb to an expected 9–10 million by 1975. This doubling of enrollment in our colleges and universities is equivalent to increasing by 50 percent the enrollments in the existing 2,100 accredited institutions and establishing 2,300 new colleges with an average of 1,000 students. Unless Federal support is available for this needed expansion, colleges and universities will be forced to either exclude many qualified students whose educational preparation is vital to an advanced society and/or raise fees and thereby exclude qualified students with limited means.

As improvements in student assistance are made and as the pressures of new construction are reduced, we would recommend more attention to high-quality instructional programs with the help of more Federal support. There are many problems of educational quality today which involve the availability of qualified staff, library and other curriculum resources. In addition, considering the mobility of U.S. population, a high quality of experience for students in higher education must be assumed in part to be a responsibility of the country as a whole.

Categorical program support has been limited to areas of study which are deemed essential to the national interest (e.g. science and teacher training) or to those areas which directly determine the quality of education (e.g. library resources). Because of the pressures of recent years, we need more experimentation and innovation in higher education. For this reason in part, the Federal government supports the acquisition and improved use of educational media. Assistance in similar program fields will be desirable as quickly as the priorities and available resources make it possible.

Such statements suggests only the most general priorities for advancing higher education. Within them, there are specific areas of need which relate significantly and immediately to the development of the country. Accordingly, they cannot be charged against local support, whether public or private. Some of these areas, partly because they are still relatively new to both national and academic interests, remain only slightly developed. They do not fit a general system of priorities because of their urgency. We believe international education to be such a field.

For more than 15 years the international purposes of the U.S. have placed heavier and heavier claims upon university resources. A number of the major institutions have shared their resources as fully as possible, often to an extent that not enough remained to invest in the international aspects of their own curriculum. With the exception of the specialized assistance of Title VI of NDEA, together with the help of private foundations, no enduring way has been found to strengthen American universities in the international field. The International Education Act of 1966 recognizes this imbalance and proposes to improve the relationship between what we request of universities in the national interest and what we do to strengthen them as national resources. We believe, therefore, that the Act is urgently needed for this purpose, together with the equally important objective of increasing the basic international competance of the country.

9(b). Q. Do you feel that this program is deserving of financial support to a greater degree than other academic disciplines such as philosophy, communications, or such applied fields as engineering or public administration?

9(b). A. International education as contemplated by this Act spans all fields including the ones that you have mentioned in your question. Thus, an undergraduate program under Section 4 might well include courses in the major philosophies of the world, while a graduate center could address itself to the problem of education in underdeveloped countries in a way that would encompass both communications and public administration. This legislation is designed to help all of the disciplines and professional areas of American higher education to explore and teach the international implications of their areas of specialization.

10(a). Q. To what extent, if any, will blocked funds abroad be made available to fund appropriate expenditures under this Act, such as those involving foreign travel to and from the centers; procuring library materials from foreign sources, or employment abroad of translators and others to assist scholars in their work.

(b) For example, could the authorities in this Act under the very broad language of Section 2 and 3 be used to finance an archaeological expedition or a high energy physics seminar in Switzerland attended by scholars from many countries?

10A. (a). P.L. 480, 83rd Congress, as amended, authorizes the use of foreign currencies derived from the sale of surplus agricultural commodities abroad, in amounts authorised by Appropriation Acts, for scientific research and the promotion and support of educational and cultural development (sec. 104(k), 7 U.S.C. 1704(k)).

The three activities which you have listed above could be supported by these overseas blocked funds provided they constituted an integral part of a Section 3 center program, and provided that the funds were made available by the necessary Appropriation Acts.

The Office of Education's Bureau of Research already conducts grant programs based on P.L. 480 funds similar to those you have suggested. Such funds support the acquisition of research and teaching materials for language and area programs in South Asian studies and in Arabic studies.

The CEC will study the extent to which additional P.L. 480 funds might be useful under the terms of this Act.

(b) Although Section 2 is broadly worded, it is limited by the more specific program provisions in both Sections 3 and 4. Section 3 authorizes the establishment of graduate centers at U.S. universities; we do not intend to dissipate the limited funds available for this section on projects that do not contribute directly to a strengthening of our domestic institutions. Although a wide range of expenditures will be included in the development costs of the graduate centers, we do not believe that international conferences or expeditions, except as they directly and substantially relate to the purposes of this Act, should be supported.

11(a). Q. Mr. Secretary, would you agree that the language on page 6, in Sec. 6 might be strengthened by the addition, as in the Higher Education Act of 1965, of the phrase, "or over the selection of library resources by any educational institution" just before the period on line 20?

11(a). A. We would have no objection to such an amendment inasmuch as it conforms to other Congressional prescriptions in this area (e.g. Section 604 of the Elementary and Secondary Education Act of 1965). However, if the Committee determines to add such language, we would suggest the more inclusive language in ESEA: " . . . or over the selection of library resources, textbooks, or other printed or published instructional materials by any educational institution."

11(b). Q. Would not language also be helpful which would add the thought: " . . . or over the editing or publication of research funded by grants or contracts made available under the terms of this Act"?

11(b). A. This provision is philosophically consistent with the objectives of the Act and with the Department's intent in administering these programs. As I indicated in my testimony on the International Education Act before the Senate Education Subcommittee, "Our educational institutions are strong only in the degree that they are independent. They serve the Nation best when they serve the high purposes for which they were created."

The suggested clause would not seem to adversely affect the "public domain" policy we intend to follow with respect to research supported under the Act (see the answer to question 5(d). Nevertheless, it might be more technically accurate if the suggested clause were revised to read: ". . . or over the editing or dissemination of information derived from research funded by grants or contracts made available under the terms of this Act."

12(a). Q. Mr. Secretary, with respect to the administration of this program, where do you plan to locate it? Within the Office of Education or within the Department?

12(a). A. I testified before the Senate Subcommittee on Education on August 17 as follows:

"I plan to locate the CEC within the Office of the Secretary, where it will serve as a central point within HEW for contacts with universities, private organizations, and other governmental agencies concerned with furthering international studies in this country. I believe that the Center can be of critical importance and support to the American educational system. It will be directed by an educational leader of stature and will have my closest personal attention."

Placing the CEC within the Office of the Secretary will enable it to seek, in the most flexible manner, the advice and the most imaginative proposals from the academic community, will enhance the recruitment of outstanding leaders from the educational institutions of the country, and will enable it to influence the development of international education as the focal point of coordination among various departments and agencies and with colleges and universities of all types throughout the country.

The decision to place CEC within the Office of the Secretary is also influenced by its general objectives: (1) to serve as the main point for review of the total government effort in international education and of the long-term questions of educational cooperation; (2) to serve as a clearinghouse for information about international education; (3) to provide a device to encourage continuing discussion between Federal agencies and educational institutions and organizations about international education; (4) to act as a primary point of contact for Americans or representatives of other countries who have ideas or concerns related to international education; and (5) to administer new international programs assigned to HEW, including the International Education Act of 1966.

The director of CEC will receive initial and continuing advice about overall criteria, guidelines, and programs from a national advisory council to the Secretary. In addition, CEC will profit from continuous communication with the various bodies which represent the institutions of higher learning, such as the American Council on Education, the Association of American Universities, the National Association of State Universities and Land Grant Colleges, the Association of State Colleges and Universities, the Association of American Colleges, the American Association of Junior Colleges, and others. In order that active discussions about international education may occur throughout the country, and to secure maximum guidance from the educational community in all geographical areas, regional associations of colleges and universities will be consulted in both the planning and action stages. In addition, many organizations which have international education as their principal objective, such as the Institute for International Education, the Modern Language Association, and the various professional societies, may be expected to share their ideas.

In order to devolop interagency communication about the work of CEC, such groups as the Federal Interagency Committee on Education and the Interagency Council on International Educational and Cultural Affairs will be involved. A wide range of subject matter competence in various educational fields will be needed from time to time to undergird the efforts of CEC. Accordingy, cooperative arrangements between the CEC and the Office of Education are essential. Similar cooperation is envisaged between CEC and other departments and agencies which possess rich subject matter competence.

Finally, the academic community of the country, with attention given to wide geographical spread, will provide committees and panels to assist the evaluation of proposals and to scrutinize these plans of CEC designed to advance the quality of work in international education as well as its widespread development in every part of the country and in all types of institutions of higher learning.

12(b). Q. Who would be the operating official responsible for the administration of the program?

12(b). A. The Secretary will appoint a director for the Center for Educational Cooperation who will report to the Secretary through the Assistant Secretary for Education. The CEC will administer Sections 3 and 4 of the International Education Act of 1966 and the foreign language and area studies programs under Section 601 of the National Defense Education Act, and possibly other programs which might be assigned to it by Executive Order or by action of the Congress. (Refer also to Question No. 12(a).)

12([illegible]). Q. I note there is no provision in the bill for an Advisory Committee to recommend policy or to review the operations of the programs. Would you oppose or welcome the addition of such language?

12(c). A. The Department would have no objection to an amendment which would provide, as indicated in the President's Message of February 2, 1966, for an Advisory Council on International Education. However, the Department has been working toward the establishment of such an Advisory Council, to be composed of outstanding leaders of American education, business, labor, the professions, and philanthropy. We are in communication with the White House on this matter since the members of the Council will be Presidential appointees. A proposal for an appropriate Executive Order is being sent from the Department to the Bureau of the Budget.

It is the Department's desire that the Council soon become a fully functioning body. It should become engaged actively in the early planning activities of the Center for Educational Cooperation (CEC), including the development of criteria for each type of grant authorized under this Act.

In addition, the Department will establish panels of non-governmental experts to review proposals for each type of grant: i.e., for graduate centers and related proposals from public and private non-profit organizations; for undergraduate programs and related public and private non-profit organizations; and for language and area study centers under section 601(a) of the National Defense Education Act of 1958.

Q. Would it not be advisable to include in the reported bill a section on definitions? I note that in H.R. 14643 the term "institution of higher education" is not defined. How, without a definition section added to the bill, would you interpret the language? I ask this because of my interest in the role, if any, of the junior and community college under the Act.

A. We do not believe that a statutory definition of the term "institution of higher education" would serve any useful purpose because its general meaning is understood, and because the bill would authorize grants to single institutions or combinations of such institutions.

We intend to give the term "institution of higher education" a very inclusive interpretation, and as an administrative guide we would at the outset use the recently broadened definition applicable to the National Defense Student Loan Program (Section 461 of the Higher Education Act of 1965).

This would include public or other non-profit schools which meet specified accreditation standards and which provide not less than one-year programs of training to prepare students for gainful employment in a recognized occupation.

Other acts of a similar nature which do not contain such a definition are the Cooperative Research Act (20 U.S.C. 331–332b), Public Law 85-926, as amended, 20 U.S.C. 611–17 (grants for teaching in the education of handicapped children), and the educational television provisions of the Communications Act of 1934 (47 U.S.C. 390–97).

SUPPLEMENTAL QUESTION NO. 2

Q. Although this bill is designed to put funds into educational institutions, the House bill also permits the Secretary of Health, Education, and Welfare to make grants to "public and private non-profit agencies and organizations, including professional and scholarly associations."

(a) Does this mean that funds could go to such non-profit research groups as the RAND Corporation, which does research for contract for the Air Force, the Research Analysis Corporation, which does the same for the Army, or those foundations maintained by the CIA as cover agencies?

(b) Why should more government money go to them by way of grants out of this program, which seems designed to improve education rather than promote government research?

A. Our answers to questions 4(k) and 4(l) are both responsive to these questions.

IEA funds will not be awarded to organizations supported by intelligence agencies or to those specializing in military planning and analysis. Generally, we plan to limit non-profit agency grants to those organizations whose primary concern is education and scholarship and which can contribute resources, ideas or opportunities to the graduate centers which we plan to support. None of the groups you have mentioned fall within that category.

To prevent a center from becoming influenced by the interests of any of the organizations you have listed, we plan to refuse initial funding to centers which have contracts with intelligence groups. After a center is in existence, if such relationships develop a thorough review of the center's program would be called for, and, unless satisfactory corrections were made, support would be withdrawn. We wish the work that comes out of these centers to be available on a national basis, to enrich the knowledge of all of our people.

As you have pointed out in part (b) of this question, this is not a program to advance government research. The research that comes out of the new centers will be the work of private scholars as is research emanating from the history department of the university. Like the latter, it will be available to all who are interested in reading it.

SUPPLEMENTAL QUESTION NO. 3

Q. Is it the objective of this program to train men and women for the formulation and administration of U.S. Government international programs? If it is, does that not mean, too, that great pressure will be generated to keep various international aid and foreign administration programs going? As I indicated in the morning, I believe over-staffing is already one of the biggest problems of the foreign aid agency. AID finds it very difficult to keep them employed unless its program is enlarged. In the military establishment, one of the biggest wastes of manpower is in the military aid missions abroad. In some parts of the world, particularly in Latin America, they seem to have an adverse and not a favorable effect upon stability and free institutions.

I surely hope it is not intended by this program to train and educate more people for this knid of activity, since we already have too many of them. Your comments on this point will be appreciated.

A. IEA is not a manpower training act for overseas service. Rather, the Act's basic objective is to strength our institutions of higher learning in international studies and research in order to develop an informed and educated citizenry prepared to understand and cope with the awesome problems of today's world. As President Johnson said in his remarks last September at the bicentennial celebration of the Smithsonian Institution: "Ideas, not armaments, will shape our lasting prospects for peace."

A by-product of this Act, of course, would be that *in the long run*, more Americans will have had an educational experience which has prepared them for effective participation in international activities, whether for the U.S. Government, private industry, multilateral organizations, or at the request of foreign governments or institutions. But this is true of *all* good educational programs and is not a peculiar product of the IEA. In short, the purpose of the proposed Act is to educate Americans at large, not to provide the specialized manpower needed by particular Federal agencies.

(Also see Question 8 of Senator Javits.)

SUPPLEMENTAL QUESTION NO. 4

Q. Will one of the purposes of the funds distributed under *both* sections 3 and 4 of H.R. 14643 be to develop new international study programs, or to subsidize existing ones?

A. We believe this question has been fully answered in our response to questions 4(1), 5(b), and 8(d).

SUPPLEMENTAL QUESTION NO. 5

Q. With respect to the proposed Title VI changes in matching provisions in order that at least equivalent programs to those now existing can be maintained while expanding to the new language areas envisaged by other amendments to this title, how much of an increase ought to be made in the authorization for funding of Title VI for fiscal years 1967 and 1968?

A. Please see our response to Senator Javits' question #3.

Senator YARBOROUGH. Will the chairman yield?

Senator MORSE. Yes; I yield.

Senator YARBOROUGH. I want to say the distinguished chairman exemplifies this old adage that if you want something done, go to the busiest man you know. He has been leader on the minimum wage bill and all of the other bills affecting labor as well as the bills affecting poverty and affecting education. He works on those affecting public health. I think we have a living example of this old adage, go find a busy man if you will find somebody who will do something.

Senator MORSE. You are kind, but it is an undue generosity. I know what the Senator from Texas has had to go through in trying to get this minimum wage bill out.

The administration was insistent that there be the earliest handling of the minimum wage bill and at the same time, wanted the earliest handling of the education bill. But our two subcommittees had almost identical membership. So we took the minimum wage bill, we got the poverty bill, we got some health bills.

Senator YARBOROUGH. Mr. Chairman, it took about 4 weeks of our time—in addition we lost time over the airline dispute.

Senator MORSE. As the Secretary knows, we have not bogged down completely. We had the higher education bill and the other education bill that took weeks. We still have the higher education bill to handle in the subcommittee.

But I want this record to show, Mr. Secretary, that I am going to get this bill out of my subcommittee, if trying will do it, within the next two weeks. That will get it out of committee before the Labor Day recess. If we have a lucky break, we might even get it out of the full committee. Therefore, these questions, which will be put in formalized form for you by counsel for the subcommittee and submitted to you before the day is over, I would like to have the memorandum on answering them within the next 10 days. I think having read the questions and all the implications of some of them, it would be most unfair of me not to give you an opportunity to make any comment that you wish to make before you leave the witness stand. I have in no way intended to cast any aspersions on the Department by asking these questions. But these are just political realities up here on the Hill.

CONCERN OVER FEDERAL CONTROL OF EDUCATION THROUGH INTERNATIONAL EDUCATION BILL

You would be surprised at the very serious expressions of concern that this subcommittee has received across this country from educators and people not in educational institutions as to whether or not the international education bill may be a vehicle for creating a federal control or domination of American education at the level of higher education. Of course, you also know what I would say in reply, that such talk is nonsense. There is not the slightest intention on the part of this administration to involve itself in seeking to influence by way of direction the higher education processes. But the existence of the fear is all we need to take note of in order to make certain that the administration submits to us the memorandum that will answer these questions. And some of these questions stem from the complaints we have already received across the country.

Do you have any further comment? We will be glad to hear it.

Secretary **Gardner**. Mr. Chairman, we will answer the questions fully and promptly. In view of the lateness of the hour, I would like to make just one comment, knowing that other witnesses are here.

RELATIONSHIP BETWEEN HEW, STATE DEPARTMENT, AND AID

This addresses itself to your earlier question about the relationship between us and the State Department and AID.

I do not know what the eventual organizational arrangements are likely to be for the total field of international education. I can simply say this, that the allocation to our Department of the piece represented in this legislation is about as clean cut and least likely to prejudice further considerations about allocation as any you can find.

I would say in addition that we have had extraordinarily good communication with both State and AID, have consulted with them at every turn, so that whatever later debate or discussion or rearrangement is likely, we are in good communication.

Senator **Morse**. Thank you very much. When the administration asked me to introduce the bill, I told them that I would be very pleased to introduce the bill. I made very clear in the administration that in the introduction of the bill, I would point out that the committee might wish to modify the administrative setup. As my speech on the floor of the Senate at the time pointed out, we had some concern about any separating of the administrative authority of your Department in the field of international education.

It has just been suggested to me by counsel that it would be appropriate for me to have inserted in the record at this point the speech I made on the floor of the Senate when I introduced the bill on behalf of the administration.

(The speech referred to follows:)

[From the Congressional Record, Feb. 3, 1966]

INTERNATIONAL EDUCATION ACT

Mr. **Morse**. Mr. President, I have the honor to introduce for appropriate reference the administration bill on international education. I send it to the desk and I ask unanimous consent that it may lie on the table until the close of business Friday, February 11, 1966, to permit such Senators as may wish to do so, to join with me in sponsorship of the legislation.

The **Presiding Officer**. The bill will be received and appropriately referred and, without objection, will lie on the table, as requested.

The bill (S. 2874) to provide for the strengthening of American educational resources for international studies and research, introduced by Mr. Morse, was received, read twice by its title, and referred to the Committee on Labor and Public Welfare.

Mr. **Morse**. Mr. President, I ask unanimous consent that the text of the bill be printed at the close of my remarks together with a fact sheet upon it, prepared by the Office of Education, and a list of the language and area centers now being carried on under the authority of title VI of the National Defense Education Act.

The **Presiding Officer**. Without objection, it so ordered.

(See exhibit 1.)

Mr. **Morse**. Mr. President, I am introducing this measure for the administration so that the Congress through its committees and through floor action can begin again, with renewed emphasis, to show the concern and willingness of the American people, as voiced by the President in his very important and inspirational message of yesterday, to share with all people the richness and variety of our American higher educational system.

But I would also emphasize, Mr. President, that one of the best ways to do this, and it is the thrust of this measure, is to make sure that we have incorporated into our higher educational system on a widespread geographic base in this country, centers of educational excellence in which our students can learn of the problems of other lands. If we get to know their economies, their languages, their proud and ancient traditions, a twofold benefit can come. We can obtain through such programs trained young people who can serve our national interests here at home as well as abroad. We have much to learn from others, as well as much to give to them of the best which has been thought and said in the centuries past which necessarily condition the international relationships of today. Comity among nations must be based on a two-way exchange of information which in turn can lead to common understandings.

But such a program cannot be solely the preserve of the Ph. D. candidate and the postdoctoral fellow or professor. Our smaller colleges who concentrate on providing the baccalaureate education to a great many young people who become the mainstay of our business and professional communities, who are the future legislators and administrators in every city, State, and county of this land, need to strengthen their offerings in this area of international studies. This measure, when enacted, can be most helpful in obtaining this objective.

May I say, as a sponsor of this legislation, that I am not wedded to every comma and section of the proposal.

I serve notice now to the administration that my tentative opinion is that some sections of the bill will need to be amended. However, I enthusiastically support the objectives of the bill, and I am proud to be the President's floor leader in regard to getting this measure through committee and eventually to the floor of the Senate.

I anticipate that many Senators, I hope on both sides of the aisle, will contribute their ideas to the committee as the bill goes through our hearings. I am confident that members of the educational community can be most helpful in providing suggestions which will make this measure a more perfect instrument, one of many, of our national purpose, and desire to do everything in our power to overcome the common enemies of all mankind: ignorance based upon illiteracy and its brood of poverty, famine, and disease. These are the true scourges of mankind. To overcome them is in the best sense of the word to help to assure our domestic peace and tranquillity.

The factual material which follows my address details the needs which have led to the remedies proposed through this and companion legislation.

I turn now to the details of the bill itself. Following the enacting clause, section 2 sets forth ringingly the purposes of the measure by the congressional finding that a knowledge of other countries is of the utmost importance in the promotion of international understanding and cooperation; that to do this we need to strengthen our higher educational resources in the areas of international studies; and that our children and grandchildren should have open to them the opportunity to learn of other peoples and their cultures and customs and finally, that is both necessary and appropriate for the Federal Government to assist in the development of resources for international study and research.

Section 3 of the bill provides authority to the Secretary of Health, Education, and Welfare through grants to arrange with institutions of higher education for the establishment, the strengthening, and the operation of graduate centers which will become national and international resources for research and training in international studies, either in fields of geographic areas or in international affairs issues. The 5-year grant program which is envisaged for this section could provide all or part of the financing necessary to start such centers and to aid existing centers. It is broad enough to cover the costs of teaching, research materials collection, equipping, and bringing to the centers scholars and faculty as well as funding the travel of staff which is essential in an enterprise of this type.

Section 4 of the bill is directed to the planning, development, strengthening, and improvement of undergraduate instruction in international studies. It, too, is a 5-year program, and under it, the Secretary is charged with making an equitable distribution of programs among the institutions of our 50 States, while at the same time giving a preference to those institutions which are most in need of additional funds in this area and which show a real promise of being able to use the funds provided in an effective manner.

Section 5 of the proposed act sets forth the method by which funds may be advanced and enables the Secretary to use the resources of other governmental, public and private nonprofit institutions or agencies in administering the act.

Section 6 provides the prohibition against Federal control of education provided, which has always been a feature of every educational measure I have introduced in the many years I have been in the Senate.

Section 7 establishes the life of the bill at 5 years, and authorizes the appropriations necessary to carry out its provisions for that period of time.

Lastly, the bill modernizes title VI of the National Defense Education Act of 1958, as amended, by striking the present limitation of the act which precludes instruction in a foreign language if adequate instruction is available, by making more flexible the present matching requirement, and by permitting grant programs as well as contractual arrangements to be made.

I say, in an aside, that at a breakfast conference this morning some members of the Senate Education Subcommittee, of which I am privileged to serve as chairman, called the attention of the administration's spokesmen to the probability that it might be necessary to suggest a few additions and revisions in various sections of the bill. At least we made the suggestion that we think that in a few areas there is need of some clarification. However, here again no question was raised about the soundness of the objectives that the administration has in mind.

Mr. President, I have earlier indicated my willingness as one Senator who I hope will be considering this legislation in committee, to give full and sympathetic consideration to improvements which may be suggested to the text of the bill as introduced. It would be my hope that many other Senators can find themselves in basic sympathy with the objectives of the proposal and thus be willing to join with me in carrying through to signature what can become one of the great educational landmarks of this decade.

Mr. President, I ask unanimous consent that at this point in my remarks there appear the text of the address of President Johnson at the bicentennial celebration of the Smithsonian Institution at which he announced last September 16, 1965, the appointment of a Task Force on International Education from which in part the present bill is descended.

There being no objection, the text was ordered to be printed in the Record, as follows:

"SMITHSONIAN INSTITUTION BICENTENNIAL CELEBRATION

"(The President's remarks and announcement of a Special Task Force on International Education, September 16, 1965.)

"Mr. Chief Justice, Secretary Ripley, Dr. Carmichael, Bishop Moore, Reverend Campbell, ladies and gentlemen, distinguished scholars from 80 nations, amid this pomp and pageantry we have gathered to celebrate a man about whom we know very little but to whom we owe very much. James Smithson was a scientist who achieved no great distinction. He was an Englishman who never visited the United States. He never even expressed the desire to do so.

"But this man became our Nation's first benefactor. He gave his entire fortune to establish this Institution which would serve "for the increase and diffusion of knowledge among men."

"He had a vision which lifted him ahead of his time—or at least of some politicians of his time. One illustrious U.S. Senator argued it was beneath the dignity of the country to accept such a gift from foreigners. Congress debated 8 long years before deciding to receive Smithson's bequest.

"Yet James Smithson's life and legacy brought meaning to three ideas more powerful than anyone at that time ever dreamed.

"The first idea was that learning respects no geographic boundaries. The institution bearing his name became the first agency in the United States to promote scientific and scholarly exchange with all the nations in this world.

"The second idea was that partnership between Government and private enterprise can serve the greater good of both. The Smithsonian Institution started a new kind of venture in this country, chartered by act of Congress, maintained by both public funds and private contributions. It inspired a relationship which has grown and flowered in a thousand different ways.

"Finally, the institution financed by Smithson breathed life in the idea that the growth and the spread of learning must be the first work of a nation that seeks to be free.

"These ideas have not always gained easy acceptance among those employed in my line of work. The Government official must cope with the daily disorder that he finds in the world around him.

"But today, the official, the scholar, and the scientist cannot settle for limited objectives. We must pursue knowledge no matter what the consequences. We must value the tried less than the true.

"To split the atom, to launch the rocket, to explore the innermost mysteries and the outermost reaches of the universe—these are your God-given chores. And even when you risk bringing fresh disorder to the politics of men and nations, these explorations still must go on.

"The men who founded our country were passionate believers in the revolutionary power of ideas.

"They knew that once a nation commits itself to the increase and diffusion of knowledge, the real revolution begins. It can never be stopped.

"In my own life, I have had cause again and again to bless the chance events which started me as a teacher. In our country and in our time we have recognized, with new passion, that learning is basic to our hopes for America. It is the taproot which gives sustaining life to all of our purposes. And whatever we seek to do to wage the war on poverty, to set new goals for health and happiness, to curb crime, or try to bring beauty to our cities and our countryside—all of these, and more, depend on education.

"But the legacy we inherit from James Smithson cannot be limited to these shores. He called for the increase and diffusion of knowledge among men, not just Americans, not just Anglo-Saxons, and not just the citizens of the Western World—but all men everywhere.

"The world we face on his bicentennial anniversary makes that mandate much more urgent than it ever was. For we know today that certain truths are self-evident in every nation on this earth; that ideas, not armaments, will shape our lasting prospects for peace; that the conduct of our foreign policy will advance no faster than the curriculum of our classrooms; and that the knowledge of our citizens is the treasure which grows only when it is shared.

"It would profit us little to limit the world exchange to those who can afford it. We must extend the treasure to those lands where learning is still a luxury for the few.

"Today, more than 700 million adults—4 out of 10 of the world's population—dwell in darkness where they cannot read or write. Almost half the nations of this globe suffer from illiteracy among half or more of their people. And unless the world can find a way to extend the light, the forces of that darkness may ultimately engulf us all.

"For our part, this Government and this Nation is prepared to join in finding the way. During recent years we have made many hopeful beginnings. But we can and we must do more. That is why I have directed a special task force within my administration to recommend a broad and long-range plan of worldwide educational endeavor."

Mr. MORSE. Now, Mr. President, as I also suggested at the breakfast conference this morning, I hope that the many friends of education and international education programs in this country will not assume that this bill constitutes the totality of President Johnson's international education program, for it does not.

I enthusiastically support the objectives of this bill, but I wish to say most respectfully that, important as this bill is, it does not meet the greatest need that confronts the world in the field of international education. We have here what could be described, I suppose, as a split jurisdiction, because part of the international education program of President Johnson as outlined in yesterday's message is interwined in the foreign aid bill. I happen to be of the opinion that that part of his international education program is more important, more fundamental, more needed than the program that is set forth in the bill I have introduced; but it is needed, too.

I speak of the great challenge of meeting the problem of illiteracy which stalks the undeveloped areas of the world. It is important, I feel, that some of the higher education and training aids such as are encompassed in the bill I have just introduced be directed to assist in tackling the problem of stamping out illiteracy in the world. In my judgment, the elimination of illiteracy is, in the educational field, the most important problem area with which we should come to grips as we seek to meet the many needs of international education.

One cannot take the trips around the world that I have taken on official business of the Senate, including the one that we took for 5 weeks last fall, when seven Senators, in response to the invitations of foreign governments and the appointment of our administration, went to Asia and discussed with parliamentarians in those countries problems of mutual concern, without being impressed by the dimensions of the problem. Except for Japan, we visited not a single country in Asia that is not plagued with illiteracy.

Illiteracy is the greatest partner that communism has in any country which communism threatens. Communism breeds in ignorance. It breeds in illiteracy. If I were asked what I consider to be the greatest thing that needs to be accomplished to meet the challenge of communism around the world, I would name the need for eliminating illiteracy in the underdeveloped areas of the world. As chairman of the Subcommittee on Latin American Affairs, I have commented upon this situation here and in Latin America time and time again.

If we enlighten the people of a country, if we make the people literate, we have thereby advanced a long way down the road to political freedom the interests of those people. To the extent that the foreign aid program can do an effective job in meeting the challenge of illiteracy, I support foreign aid. But procedurally, in my judgment, it would be much better if the great challenge to illiteracy through an international program were not being assigned to foreign aid. I think it would have been much better if we had made our program to meet the challenge of illiteracy in the underdeveloped areas of the world a part of the program involved in the bill which I am introducing this afternoon. But, Mr. President, the senior Senator from Oregon will not permit a difference of opinion over where the job should be assigned cause him, in any way, to lessen his support of an international education program that the President so valiantly proposes to fight for in order to meet the challenge of illiteracy.

Mr. President, in large sections of some of the countries we assist, the illiteracy rate is 98 percent. People living under such ignorance and lack of information and enlightenment have not the slightest idea or concern, either, as to the differences between communism and freedom. Therefore, I believe that we must make the attack upon illiteracy in the undeveloped areas of the world a major international educational program of this Government. I hope if, after experience, we find foreign aid in this area as ineffective, shockingly wasteful, and inefficient as have been most of our foreign aid programs, this administration, or at least this Congress, will give consideration to a proposal which may subsequently have to be made, in the interest of the cause, to remove the international educational program as it involves the attack on illiteracy from the Foreign Aid Administration and put it where I think it more properly belongs; namely under the jurisdiction of the Department of Health, Education, and Welfare. I shall undoubtedly be heard to comment on that problem in the examination of witnesses before my committee when the bill I have just introduced becomes the subject of testimony and hearings.

EXHIBIT 1

S. 2874

Be it enacted by the Senate and the House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "International Education Act of 1966."

FINDINGS AND DECLARATION

SEC. 2. The Congress hereby finds and declares that a knowledge of other countries is of the utmost importance in promoting mutual understanding and cooperation between nations; that strong American educational resources are a necessary base for strengthening our relations with other countries; that this and future generations of Americans should be assured ample opportunity to develop to the fullest extent possible their intellectual capacities in all areas of knowledge pertaining to other countries, peoples, and cultures; and that it is, therefore, both necessary and appropriate for the Federal Government to assist in the development of resources for international study and research and to assist the progress of education in developing nations, in order to meet the requirements of world leadership.

CENTERS FOR ADVANCED INTERNATIONAL STUDIES

SEC. 3. (a) The Secretary of Health, Education, and Welfare (hereinafter referred to as the "Secretary") is authorized to arrange through grants to institutions of higher education, or combinations of such institutions, for the establishment, strengthening, and operation by them of graduate centers which will be national and international resources for research and training in international studies. Activities carried on in such centers may be concentrated either on specific geographical areas of the world or on particular fields or issues in international affairs which concern one or more countries, or both.

(b) Grants under this section may be used to cover part or all of the cost of establishing, strengthening, equipping, and operating research and training centers, including the cost of teaching and research materials and resources and the cost of programs for bringing visiting scholars and faculty to the center, for the training and improvement of the staff, and for the travel of the staff in foreign areas, regions, or countries with which the center may be concerned. Such grants may also include funds for stipends (in such amounts as may be determined in accordance with regulations of the Secretary) to individuals undergoing training in such centers, including allowances for dependents and for travel here and abroad. Grants under this section shall be made on such conditions as the Secretary finds necessary to carry out its purposes.

GRANTS TO STRENGTHEN UNDERGRADUATE PROGRAMS IN INTERNATIONAL STUDIES

SEC. 4. (a) The Secretary is authorized to make grants to institutions of higher education to assist them in planning, developing, and carrying out a comprehensive program to strengthen and improve undergraduate instruction in international studies. Grants made under this section may be for projects and activities which are an integral part of such a comprehensive program such as—

(1) faculty planning for the development and expansion of undergraduate programs in international studies;

(2) training of faculty members in foreign countries;

(3) expansion of foreign language courses;

(4) work in the social sciences and humanities which is related to international studies;

(5) planned and supervised student work-study-travel programs; and

(6) programs under which foreign teachers and scholars may visit institutions as visiting faculty or resource persons.

(b) A grant may be made under this section only upon application to the Secretary at such time or times and containing such information as he deems necessary. The Secretary shall not approve an application unless it—

(1) sets forth a program for carrying out one or more projects or activities for which a grant is authorized under subsection (a);

(2) sets forth policies and procedures which assure that Federal funds made available under this section for any fiscal year will be so used as to supplement and, to the extent practical, increase the level of funds that would, in the absence of such Federal funds, be made available for purposes which meet the requirements of subsection (a), and in no case supplant such funds;

(3) provides for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement of and accounting for Federal funds paid to the applicant under this section; and

(4) provides for making such report, in such form and containing such information, as the Secretary may require to carry out his functions under this section, and for keeping such records and for affording such access thereto as the Secretary may find necessary to assure the correctness and verification of such reports.

(c) The Secretary shall allocate grants to institutions of higher education under this section in such manner and according to such plan as will most nearly provide an equitable distribution of the grants throughout the States while at the same time giving a preference to those institutions which are most in need of additional funds for programs in international studies and which show real promise of being able to use additional funds effectively.

METHOD OF PAYMENT; FEDERAL ADMINISTRATION

SEC. 5. (a) Payments under this Act may be made in installments, and in advance or by way of reimbursement with necessary adjustments on account of overpayments or underpayments.

(b) In administering the provisions of this Act, the Secretary is authorized to utilize the services and facilities of any agency of the Federal Government and of any other public or nonprofit agency or institution, in accordance with agreements between the Secretary and the head thereof.

FEDERAL CONTROL OF EDUCATION PROHIBITED

SEC. 6. Nothing contained in this Act shall be construed to authorize any department, agency, officer, or employee of the United States to exercise any direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution.

APPROPRIATIONS AUTHORIZED

SEC. 7. For the purpose of making grants under sections 3 and 4 of this Act, there are authorized to be appropriated such sums as may be necessary for the fiscal year ending June 30, 1967, and each of the four succeeding fiscal years.

AMENDMENTS TO STRENGTHEN TITLE VI OF THE NATIONAL DEFENSE EDUCATION ACT OF 1958

Removing requirement for area centers that adequate language instruction not be readily available

SEC. 8. (a)(1) The first sentence of section 601(a) of the National Defense Education Act of 1958 is amended by striking out "(1)" and by striking out ", and (2) that adequate instruction in such language is not readily available in the United States".

(2) The first sentence of section 601(b) is amended by striking out "(with respect to which he makes the determination under clause (1) of subsection (a))" and inserting in lieu thereof "(with respect to which he makes the determination under subsection (a))".

Removing 50 per centum ceiling on Federal participation

(b) The third sentence of section 601(a) is amended by striking out "not more than 50 per centum" and inserting "all or part" in lieu thereof.

Authorizing grants as well as contracts for language and area centers

(c) Section 601(a) is amended by inserting "grants to or" after "arrange through" in the first sentence, and by inserting "grant or" before "contract" each time that it appears in the second and third sentences.

FACT SHEET: INTERNATIONAL EDUCATION ACT OF 1966—S. 2874

(Introduced on February 3, 1966, by Senator Wayne Morse)

BACKGROUND

In his message on international education, President Johnson recommended a program of incentive grants administered by Health, Education, and Welfare for universities and groups of universities: (a) to promote centers of excellence in dealing with particular problems and particular regions of the world; (b) to develop administrative staff and faculties adequate to maintain longtime commitments to overseas educational enterprises. The President asks for the program to give colleges and universities financial assistance to their efforts to add an international dimension to their course offerings.

World War II ended the isolationism of the United States and gave this Nation new responsibilities in all parts of the globe where we previously had only marginal interests.

Soon, both Government and private business concerns working overseas found their tasks hampered by language barriers and inadequate knowledge of the many countries where our international commitments carried us. The search for Americans well trained in modern foreign languages revealed the inadequacy of language training in our schools.

In 1958, the Congress responded to this need by passing the National Defense Education Act for title VI of this legislation provided for the establishment of Language and Area Centers at American colleges and universities.

In 1963, our American universities were operating 55 language and area centers with a total student enrollment of 31,567. This year, there are 99 centers with an enrollment of more than 33,000 students. This program also provided 1,035 fellowships for graduate study in non-Western languages during 1963.

This year, it is financing graduate language study by nearly 2,000 students. Further, language and area centers developed specifically to serve undergraduates went into operation for the first time at the beginning of this academic year.

Still, serious deficiencies in the international dimension of many colleges and universities continue to exist.

A little before World War II, this country exchanged ambassadors with only 17 nations, and ministers with 43. Now, we have well over 100 ambassadorial posts.

Relationships with other countries that could not have been foreseen 25 years ago have arisen. So have America's international commitments—in travel and commerce, in research and study abroad, in business and governmental relations with these countries.

During 1963–64, more than 18,000 students and more than 4,000 U.S. faculty members extended their education abroad. This is double the number of a short 10 years ago.

In 1964, 2.2 million Americans were overseas travelers, spending $3.4 billion, a figure more than double the number in 1955–56.

Further, foreign travel to the United States and foreign trade have increased dramatically. It has become clear that our colleges and universities, attempting to keep up with the demand for critically needed skills of other areas of the world, must move forward in this field to help respond to our national needs.

Last fall, President Johnson, in an address before the centennial celebration of the Smithsonian Institution, called for a new and wide-ranging endeavor in the field of international education. He then appointed a Task Force on International Education, headed by Secretary of Health, Education, and Welfare, John Gardner, and Secretary of State, Dean Rusk.

Many of the task force's recommendations were contained in the President's message on international education submitted recently to Congress.

PROPOSAL

Other Federal agencies, including the Peace Corps and the Agency for International Development, would be authorized to conduct new programs. The President's message also directs the Department of Health, Education, and Welfare to set up a Center for Educational Cooperation within the Department to be a "focal point for leadership in International Education and acting as a channel for communication between the U.S. educational community and U.S. missions abroad."

The legislation proposes vesting new authority with the Secretary of Health, Education, and Welfare to carry out new legislative programs including the administration of:

A grant program to American colleges and universities to establish Graduate Centers of excellence equipped to be centers of national and international resources for research and training in international studies. A center might specialize in all matters affecting one geographic area instead of a previous emphasis on just language or the culture of that area. It also might concentrate on a problem common to many countries or specific areas such as overpopulation or agriculture. It might do both.

Subject matter at these Graduate Centers would be as far-ranging as necessary to fill the serious gaps in our knowledge of other countries. The act would underwrite travel by visiting scholars and faculty to the American centers as well as other projects and activities.

A grant program to assist colleges and universities in planning, developing and carrying out a comprehensive program to strengthen and improve undergraduate instruction in international studies. Sample programs could include such projects and activities as faculty planning for development and expansion of undergraduate programs, expansion of foreign language courses, and student work-study-travel programs.

Strengthen title VI of the National Defense Education Act of 1958. Presently, the Federal share of the cost of financing language and area centers is limited to 50 percent. This would be increased to a maximum 100 percent of Federal funding. The amendments would also remove the restrictions on language covered by the legislation. Area and language centers for Western studies could be established. Presently, these centers offer comprehensive programs of instruction dealing with one or another non-Western World region in close integration with the study of the modern languages spoken in that region including languages ranging from Arabic to Vietnamese.

INTERNATIONAL EDUCATION

Here are some additional figures on trends in international education, travel and commerce.

Basic data on international education, travel, and commerce

1. In the last few years, modern transportation and communication have brought together people from 130 nations of the world. During 1963–64, more than 18,000 students and more than 4,000 faculty members from U.S. schools were extending their education abroad. This is more than double the number of a short 10 years ago.

2. In 1964, 2.2 million Americans were overseas travelers, spending $3.4 billion. Again this is more than double the number in 1955–56. Foreign travel to the United States also has greatly increased. This has tripled from 1955 to 1964. In 1964 alone, more than 1.1 million foreigners traveled from overseas to visit and study in this country.

3. Foreign trade also has been growing at a fantastic rate. In 1964, the combined total of exports and imports of the United States amounted to roughly $50 billion indicating a growing recognition of increased world commerce. This is an increase of 100 percent from the year 1955.

TABLE V.—*National Defense Education Act language and area centers and the critical modern foreign language offerings in 1965–66* [1]

Institution	Languages with Federal support	Languages without Federal support
American University, Washington, D.C. (Prof. Kenneth P. Landon, director, Language and Area Center for South and Southeast Asia).	Hindi, Indonesian	
Antioch College, Yellow Springs, Ohio (Prof. Raymond L. Gordon, director, Language and Area Center for Latin America).	Portuguese	Spanish.
University of Arizona, Tucson, Ariz. (Prof. Earl H. Pritchard, director, Language and Area Center in Oriental Studies).	Arabic, Chinese, Japanese, Hindi	
Boston College, Chestnut Hill, Mass. (Prof. Raymond T. McNally, director, Language and Area Center for Slavic and East European Studies).	Polish (Old Russian), Russian	
Brown University, Providence, R.I. (Prof. Lea E. Williams, director, East Asia Language and Area Center).	Chinese	
Bucknell University, Lewisburg, Pa. (Prof. David J. Lu, director, Language and Area Center for Japanese).	Japanese	
University of California, Berkeley, Calif. (Prof. David G. Mandelbaum, director, South Asia Language and Area Center).	Hindi, Hindi-Urdu, Persian	Bengali,[3] Marathi,[3] (Middle Persian), (Old Persian), (Sanskrit), (Sogdian), Tamil, Telugu.
University of California, Berkeley, Calif. (Prof. Laura Nader, acting director, Near Eastern Language and Area Center).	(Aramaic), (Canaanite dialects), Hebrew, (Hittite), Turkish.	(Akkadian), Arabic, (Classical Armenian), Armenian, (Egyptian), Hebrew, (Sumerian), (Syriac), (Ugaritic).
University of California, Berkeley, Calif. (Prof. Kathryn B. Feuer, acting director, East European Language and Area Center).	Czech, Hungarian, Polish, Russian, Serbo-Croatian.	Bulgarian, Lithuanian, (Old Church Slavic), (Old Russian), Ukrainian.
University of California, Los Angeles, Calif. (Prof. Benjamin E. Thomas, director, African Language and Area Center).	Afrikaans, Bambara, Efik, Hausa, Igbo, Shona, Sotho, Swahili, Twi, Yoruba.	
University of California, Los Angeles, Calif. (Prof. Johannes Wilbert, director, Latin American Language and Area Center).	Nahuatl, Portuguese, Quechua	Spanish.
University of California, Los Angeles, Calif. (Prof. Gustave E. von Grunebaum, director, Near Eastern Language and Area Center).	(Akkadian), Classical, Egyptian, Moroccan and Syrian Arabic, Armenian, (Classical Armenian), Georgian, Hebrew, Kabyle, Kirghiz, Persian, Tamazight, Turkish, (Ottoman Turkish), (Old Turkic [Uigur]), Urdu.	(Biblical Aramaic) Ethiopic [Amharic].
University of Chicago, Chicago, Ill. (Prof. Edwin McClellan, director, Far Eastern Language and Area Center).	Chinese, Japanese	
University of Chicago, Chicago, Ill. (Prof. Eric P. Hamp, director, Center in Slavic and Balkan Studies).	Czech, Modern Greek, Polish, Serbo-Croatian	Albanian, (Aromunian),[3] Bulgarian, (Judeo-Spanish),[3] Macedonian,[3] (Old Church Slavonic), (Romani Gypsy)[3] Rumanian, Slovak,[3] Slovenian,[3] Turkish.
University of Chicago, Chicago, Ill. (Prof. Edward C. Dimock and Prof. J. A. B. van Buitenen, codirectors, South Asia Language and Area Center).	Bengali, Hindi, Indonesian, Persian, Tamil, Urdu.	Nepali,[3] (Pali), (Prakrit),[3] (Sanskrit).
University of Colorado, Boulder, Colo. (Prof. Walter N. Vickery, director, Center for Slavic and East European Studies).	Bulgarian, Polish, Russian	(Old Church Slavic).
Columbia University, New York, N.Y. (Prof. L. Gray Cowan, director, African Language and Area Center).	Hausa, Swahili	
Columbia University, New York, N.Y. (Prof. Charles Wagley, director, Language and Area Center for Latin American Studies).	Portuguese	Spanish.
Columbia University, New York, N.Y. (Prof. Henry L. Roberts, director, Soviet and East European Language and Area Center).	Russian, Serbo-Croatian, Slovak	Bulgarian, Czech, Polish, Ukrainian.
Columbia University, New York, N.Y. (Prof. Wm. Theodore de Bary, director, East Asian Language and Area Center).	Atayal, Chinese, Japanese, Korean	

See footnotes at end of table, p. 205.

65-835—66——14

TABLE V.—*National Defense Education Act language and area centers and the critical modern foreign language offerings in 1965–66* [1]—Con.

Institution	Languages with Federal support	Languages without Federal support
Columbia University, New York, N.Y. (Prof. John Lotz, director, Uralic Language and Area Center).	Finnish, Hungarian, Uralic languages	Estonian.[2]
Cornell University, Ithaca, N.Y. (Prof. Harold Shadick, director, East Asia Language and Area Center).	Cantonese,[2] (Classical Chinese), Hokkien and Mandarin Chinese, Japanese, (Classical Japanese).	
Cornell University, Ithaca, N.Y. (Prof. J. M. Stycos and Prof. T. E. Davis, codirectors, Language and Area Center for Latin American Studies).	Portuguese	Quechua, Spanish.
Cornell University, Ithaca, N.Y. (Prof. Gordon H. Fairbanks, director, South Asia Language and Area Center).	Hindi, (Indo-Aryan), Sinhalese, Telugu	Dravidian, (Pali), (Sanskrit).
Cornell University, Ithaca, N.Y. (Prof. George McT. Kahin, director, Southeast Asia Language and Area Center).	Burmese, Dutch, Indonesian, Javanese, Tagalog, Thai, Vietnamese.	Cebuano, [Bisayan].[2]
Dartmouth College, Hanover, N.H. (Prof. Francis W. Gramlich, director, Language and Area Center for East Asia).	Chinese	
Duke University, Durham, N.C. (Prof. Robert I. Crane, director, Center for Southern Asian Studies).	Hindi-Urdu, Kannada, Marathi, Telugu	
Duquesne University, Pittsburgh, Pa. (Prof. Geza Grosschmid, director, African Language and Area Center).	Hausa, Lingala, Swahili	Arabic.
Earlham College, Richmond, Ind. (Prof. Jackson H. Bailey, director, Language and Area Center for East Asia).	Japanese	
University of Florida, Gainesville, Fla. (Prof. Rene Lemarchand, director, Language and Area Center for African Studies).	African linguistics, Portuguese	
University of Florida, Gainesville, Fla. (Prof. J. V. D. Saunders, director, Latin American Language and Area Program).	Portuguese, Spanish	
Fordham University, New York, N.Y. (Rev. Walter C. Jaskievicz, S.J., director, Russian Language and Area Center).	Russian	Czech,[2] Polish.[2]
George Washington University, Washington, D.C. (Prof. Kurt L. London, director, Language and Area Center for Sino-Soviet Studies).	Chinese, Russian	
Georgetown University, Washington, D.C. (Prof. Wallace M. Erwin, director, Language and Area for Middle East Center).	Arabic	
Harvard University, Cambridge, Mass. (Prof. Donald H. Shively, director, Language and Area Center for East Asian Studies).	Chinese, (Classical Chinese), Japanese, (Classical Japanese).	Mongolian, (Classical Mongolian),[2] (Classical Tibetan).[4]
Harvard University, Cambridge, Mass. (Prof. D. W. Lockard, director, Center for Middle Eastern Studies).	Arabic, (Classical Arabic), Hebrew, Persian, Turkish, (Ottoman Turkish).	Altaic (Classical Armenian), (Avestan), Central Asian Languages, (Biblical Hebrew), (Iranian), Pashto, Turkic, (Old Anatolian Turkish), (Old Ottoman Turkish).
Harvard University, Cambridge, Mass. (Prof. Horace G. Lunt, director, Slavic Language and Area Center).	Polish, Russian, Ukrainian	Bulgarian, Czech, (Old Church Slavonic), Serbo-Crotian.
University of Hawaii, Honolulu, Hawaii (Prof. Roland Fuchs, director, Asian Studies Language and Area Center).	Cambodian, Chinese, Indonesian, Japanese, Javanese, Korean, Thai.	Hawaiian, Hindi, (Pali), (Sanskrit), Tagalog.
Howard University, Washington, D.C. (Prof. Charles Frantz, director, African Language and Area Center).	Swahili, Twana, Yoruba	
University of Illinois, Urbana, Ill. (Prof. Solomon B. Levine, director, Asian Studies Language and Area Center).	Arabic, Burmese, Chinese, Hindi, Indonesian, Japanese.	Persian,[2] Turkish.[2]
University of Illinois, Urbana, Ill. (Prof. John Thompson, director, Language and Area Center for Latin America).	Portuguese, Spanish	

University of Illinois, Urbana, Ill. (Prof. Ralph T. Fisher, director, Russian Language and Area Center)	Polish, Russian	(Old Church Slavonic), Serbo-Croatian, Ukrainian.
Indiana University, Bloomington, Ind. (Prof. J. Gus Liebenow, director, African Language and Area Center).	Hausa, Swahili, Yoruba	Afrikaans,[3] Krio,[3] Mende,[3] Twi,[3] Zulu[3]
Indiana University, Bloomington, Ind. (Prof. Edward J. Brown, director, Slavic Language and Area Center).	Rumanian, Russian, Serbo-Croatian	Czech, Polish.
Indiana University, Bloomington, Ind. (Prof. Denis Sinor, director, Uralic and Altaic Language and Area Center).	Estonian, Finnish, Hungarian, Korean, (Middle Korean), Mongolian, Tibetan, Turkish, Uzbek	Cheremis,[3] Chuvash,[3] (Manchu), Mordvin,[3] (Old Turkish), (Osmanli), Yakut.[3]
State University of Iowa, Iowa City, Iowa (Prof. Y. P. Mei, director, Center for Far Eastern Studies).	Chinese, Japanese	
Johns Hopkins University School of Advanced International Studies, Washington, D.C. (Prof. Majid Khadduri, director, Middle East Language and Area Center).	Arabic	Hebrew,[3] Persian,[3] Turkish.
University of Kansas, Lawrence, Kans. (Prof. Thomas R. Smith, director, Language and Area Center for East Asian Studies).	Chinese, Japanese	
University of Kansas, Lawrence, Kans. (Prof. Herbert J. Ellison, director, Language and Area Center for Slavic and East European Studies).	(Old Russian), Polish	Russian.
Lincoln University, Lincoln, Pa. (Prof. John A. Marcum, director, African Language and Area Center).	Swahili	French.
Louisiana State University, Baton Rouge, La. (Prof. George F. Putnam, director, Russian Language and Area Center).	Russian	
Manhattanville College of the Sacred Heart, Purchase, N.Y. (Mother Adele Fiske, director, Language and Area Center for East Asia).	Japanese	
University of Miami, Coral Gables, Fla. (Prof. Mose L. Harvey, director, Latin American Language and Area Center).	Portuguese	Spanish.
University of Michigan, Ann Arbor, Mich. (Prof. Charles O. Hucker, director, Far Eastern Language and Area Center).	Chinese, Japanese	Cantonese, Korean.
University of Michigan, Ann Arbor, Mich. (Prof. William D. Schorger, director, Language and Area Center in Near and Middle Eastern Studies).	Arabic, Hebrew, (Classical Persian), Persian, Turkish.	
University of Michigan, Ann Arbor, Mich. (Prof. Thomas Winner, director, Slavic Language and Area Center).	Polish, Russian, Serbo-Croatian	
University of Michigan, Ann Arbor, Mich. (Prof. Russell H. Fifield, director, South and Southeast Asia Language and Area Center).	Hindi-Urdu, Indonesian-Malay, Thai	(Sanskrit)
Michigan State University, East Lansing, Mich. (Prof. Charles C. Hughes, director, African Language and Area Center).	Bemba, Hausa, Igbo, Swahili, West African Pidgin English, Yoruba.	
Michigan State University, East Lansing, Mich. (Prof. William T. Ross, director, South Asia Language and Area Center).	Bengali, Hindi-Urdu, (Sanskrit)	
University of Minnesota, Minneapolis, Minn. (Prof. Alrik Gustafson, director, Center for Northwest European Language and Area Studies).	Danish, (Old Danish), (Old Norse), (Old Swedish), (Old High German), Scandinavian.	Norwegian, Swedish.
University of Missouri, Columbia, Mo. (Prof. Noel P. Gist, director, South Asia Language and Area Center).	Bengali, Hindi-Urdu	
University of New Mexico, Albuquerque, N. Mex. (Prof. Albert R. Lopes, director, Latin American Language and Area Center).	Portuguese	Spanish.
New York University, New York, N.Y. (Prof. Oscar Fernandez, acting director, Ibero-American Language and Area Center).	do	Do.
Northwestern University, Evanston, Ill. (Prof. Gwendolen M. Carter, director, Language and Area Center for sub-Saharan Africa).	Bantu, Maninka Swahili	Ewe,[3] Ga-Adangme,[3] Krio,[3] Twi, Yoruba.
Oakland University, Rochester, Mich. (Prof. Robert C. Howes, director, Language and Area Center of Chinese Studies).	Chinese	
Oberlin College, Oberlin, Ohio (Prof. Ellsworth C. Carlson, director, East Asian Language and Area Center).	do	

See footnotes at end of table, p. 305.

TABLE V.—*National Defense Education Act language and area centers and the critical modern foreign language offerings in 1965–66* [1]—Con.

Institution	Languages with Federal support	Languages without Federal support
Ohio University, Athens, Ohio (Prof. David B. Arnold, director, African Language and Area Center).	Hausa	
Ohio State University, Columbus, Ohio (Prof. Leon I. Twarog, director, Language and Area Center for Slavic and East European Studies).	Polish, Russian	(Old Church Slavic), Russian, Serbo-Croatian.
University of Pennsylvania, Philadelphia, Pa. (Prof. Moshe Greenberg, director, Middle East Language and Area Center).	Arabic, Turkish	Hebrew, Persian.
University of Pennsylvania, Philadelphia, Pa. (Prof. Alfred Senn, director, Slavic Language and Area Center).	Polish, Russian, Ukrainian	Bulgarian,[3] Czech,[3] Lithuanian, (Old Church Slavic).
University of Pennsylvania, Philadelphia, Pa. (Prof. W. Norman Brown, director, South Asia Language and Area Center).	Bengali, (Classical Tamil), Gujerati, Hindi-Urdu, Marathi, Nepali, (Old Marathi).	Malayalam, (Pali), (Prakrit), (Sanskrit), Sinhalese,[3] Telugu.
Pennsylvania State University, University Park Pa. (Prof. Vernon Aspaturian, director, Slavic and Soviet Language and Area Center).	Ukrainian	(Old Church Slavic), Polish, Russian.
University of Pittsburgh, Pittsburgh, Pa. (Prof. Yi-T'ung Wang, director, East Asian Language and Area Center).	Chinese, Japanese	Thai.
Portland State College, Portland, Oreg. (Prof. Frederick J. Cox, director, Middle East Studies Center).	Arabic, Hebrew, Turkish	
Portland State College, Portland, Oreg. (Prof. H. Frederick Peters, director, Language and Area Center for Central Europe).	Czech, Polish, Serbo-Croatian	German, Russian.
Princeton University, Princeton, N.J. (Prof. Marius B. Jansen, director, Language and Area Center in East Asian Studies).	Chinese	
Princeton University, Princeton, N.J. (Prof. T. Cuyler Young, director, Language and Area Center for Near Eastern Studies).	Arabic, Persian, Turkish	(Akkadian),[3] (Biblical Hebrew), (Syriac).[3]
Princeton University, Princeton, N.J. (Prof. Richard T. Burgi, director, Language and Area Center for Russian Studies).	Russian	Serbo-Croatian.
University of Rochester, Rochester, N.Y. (Prof. McCrea Hazlett, director, South Asia Language and Area Center).	Hindi	Sanskrit.
University of Southern California, Los Angeles, Calif. (Prof. Theodore H. E. Chen, director, Asian-Slavic Studies Center).	Chinese, Japanese, Russian	
Stanford University, Stanford, Calif. (Prof. Patrick D. Hanan, director, Chinese-Japanese Language and Area Center).	Chinese, Japanese	
Stanford University, Stanford, Calif. (Prof. A. Kimball Romney, director, Latin American Language and Area Center).	Spanish	Portuguese.
University of Texas, Austin, Tex. (Prof. Edgard C. Polomé, director, South Asia Language and Area Center).	Chinese, Dravidian, Hindi, Japanese, Telugu	Marathi.
University of Texas, Austin, Tex. (Prof. Richard N. Adams, director, Language and Area Center for Latin American Studies).	Portuguese	Spanish.
University of Texas, Austin, Tex. (Prof. Walter Lehn, director, Middle East Language and Area Center).	Modern Standard Arabic, Egyptian Arabic, (Classical and Quaranic Arabic), Hebrew, (Biblical Hebrew), Israeli Hebrew, (Old Persian), Persian.	(Akkadian), (Aramaic),[3] (Avestan),[3] (Sanskrit), Uzbek.
Tulane University, New Orleans, La. (Prof. William J. Griffith, director, Latin American Studies Language and Area Center).	Portuguese, Spanish	

University of Utah, Salt Lake City, Utah (Prof. Aziz S. Atiya, director, Middle East Language and Area Center).	Arabic, Persian, Turkish	Chinese, (Classical Greek), Hindi,[2] Japanese, Russian.
Vanderbilt University, Nashville, Tenn. (Prof. Josef Rysan, director, Slavic Language and Area Center).	(Old Church Slavonic), Russian	Czech, Polish, Serbo-Croatian.
University of Virginia, Charlottesville, Va. (Prof. Charles G. Reid, Jr., director, Language and Area Center for Latin America).	Portuguese, Spanish	
University of Washington, Seattle, Wash. (Prof. George E. Taylor, director, Far Eastern and Russian Language and Area Center).	Chinese, Japanese, Korean, Mongolian, Russian, Thai, Tibetan, Vietnamese.	Bulgarian, (Old Church Slavonic), (Old Uigur), Polish, (Sanskrit), Serbo-Croatian, Turkic.
Washington University, St. Louis, Mo. (Prof. Stanley Spector, director, Language and Area Center for Chinese and Japanese).	Chinese, (Classical Chinese), Japanese	(Classical Japanese).
University of Wisconsin, Madison, Wis. (Prof. Philip D. Curtin, director, African Language and Area Center).	Arabic, Swahili, Xhosa	
University of Wisconsin, Madison, Wis. (Prof. Joseph W. Elder, director, South Asian Language and Area Center).	Hindi, Hindi-Urdu, (Old Hindi), Kannada, (classical Kannada), (Old Kannada), Telugu, Urdu.	Buddhist Chinese, (Buddhist Sanskrit), (Prakrit), Sanskrit), Tibetan.
University of Wisconsin, Madison, Wis. (Prof. Norman P. Sacks, director, Language and Area Center in Latin American Studies).		
University of Wisconsin, Milwaukee, Wis. (Prof. Henry W. Hoge, director, Latin American Language and Area Center).	Portuguese	Spanish.
Yale University, New Haven, Conn. (Prof. Roy A. Miller, director, East Asian Studies Language and Area Center).	Chinese	Japanese, Korean, (Mongolian), (Tibetan).
Yale University, New Haven, Conn. (Prof. Richard M. Morse, director, Language and Area Center for Latin American Studies).	Portuguese	Spanish.
Yale University, New Haven, Conn. (Prof. Karl J. Pelzer, director, Southeast Asia Studies Center).	Burmese, Tagalog, Thai, Vietnamese	Dutch,[2] Indonesian.

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[1] Includes certain classical languages (shown in parentheses) necessary to an understanding of the world area.

[2] Instruction available upon request.

ADMINISTRATION OF INTERNATIONAL EDUCATION PROGRAM

Senator **Morse**. I want the record to show that at that very time, I made clear to the President that I would be very happy to introduce the bill, but that I had grave reservations as to the administrative setup that I understood at the time was contemplated in regard to the overall international education program, this bill dealing primarily with our institutions in this country. But the administration, of course, very rightly, is very much concerned about the program abroad as well.

PROBLEM OF ILLITERACY ABROAD

As I said in that speech on the floor of the Senate, I happen to think we have to attack the illiteracy problem abroad, that it is basic to any international education program. Until we do something about illiteracy abroad, it is going to be pretty difficult to develop the type of program that is even envisioned in this bill as far as its implementation abroad is concerned. I happen to know that the President has really been our outstanding leader in regard to recognizing this problem of illiteracy abroad.

FOREIGN ASPECTS OF INTERNATIONAL EDUCATION PROGRAM

The problem that I am raising here this morning and that I raised at the time we introduced the bill is how are we going to administer the foreign aspects of the international education program? I am open to conviction, but I think it would be a great mistake if we build up two administrative agencies to administer an international education program which I think is really based upon a single major premise. I hope that we will be able to resolve that problem without in any way handicapping or jeopardizing the objective in regard to which we are all of one mind.

I want to thank you very much, Mr. Secretary.

WILL EMPHASIS BE PUT ON NEW PROGRAMS FOR WEAK SCHOOLS OR ON EXPANSION OF OLD PROGRAMS FOR STRONG SCHOOLS?

Senator **Yarborough**. Mr. Chairman, may I ask one other question?

Mr. Secretary, I direct your attention to page 5 of the bill, paragraph (c), lines 7 through 14, which states that—

> The Secretary shall allocate grants to institutions of higher education under this section in such manner and according to such plan as will most nearly provide an equitable distribution of the grants throughout the States while at the same time giving a preference to those institutions which are most in need of additional funds for programs in international studies and which show real promise of being able to use additional funds effectively.

Now, this brings up a question of whether the money will go to aid schools of excellence or whether it will be used to build schools of excellence. It seems to me that we have some conflict here of ideals. Manifestly, if you want the best teaching, you go to the best university. This would tend to funnel the money into your leading institutions of excellence. This paragraph would seem to say, do not do that, but go build up the weak schools. This seems to me—to bring you a question of philosophy. One main purpose of this bill, of course, is to educate our people to understand the cultures of the world. This is useful and necessary in meeting the problems that face us as the nation in the world with the greatest amount of aggregate wealth and therefore the greatest power. How justly do we use this power? How do we understand these people? The universities that know most about that can manifestly get you more faster.

Now, that brings up a question of philosophy here, how do we reconcile these seemingly contradictory goals, if you desire to get the highest quality of work for the money the Government puts into research and then how to build up the weak schools?

I do not expect you to answer that now, but it seems to me it was raised by the questions of the chairman, and it seems to me that the chairman's questions raise this conflict, really, in ideals and aims in education. What are we trying to do? Are we trying to strengthen these weaker schools or trying to get the most learning we can get to these people and how best to go about it? I think it is a conflict and I wonder what your philosophy is. I will not ask you, in view of the lateness of the hour, to expand on that now, but it seems to me to be a difficult question for the educators themselves.

Secretary GARDNER. I shall be very happy to add that to our answers in the record, Mr. Senator.

Senator YARBOROUGH. Thank you very much.

Senator MORSE. Thank you very much.

(The following information was subsequently supplied for the record:)

RESPONSES OF SECRETARY OF HEALTH, EDUCATION AND WELFARE GARDNER TO QUESTIONS SUBMITTED BY SENATOR MORSE

QUESTION NO. 8(B)

Q. How will schools be selected—what standards and criteria will be used?

A. Specific criteria will be developed to carry out the intent of section 4(c) which calls for geographical distribution of grants and at the same time giving preference to institutional need and ability to use the funds effectively.

One of the first tasks of the Advisory Council on International Education [see Morse question 12(c)] will be to assist in developing a final set of criteria. However, as indicated in the answer to question 5(e), there are some basic principles upon which detailed standards or criteria should be based:

(1) The most equitable geographical distribution possible.

(2) A long-range plan which weaves international education into the total fabric of the institution, involving a broad range of the institution's different disciplines and departments.

(3) Either demonstrated or potential capability of obtaining faculty, administrative personnel, and other resources needed to accomplish the goals stated in the proposal.

(4) Creative programs for extending the program's impact to the largest part of the student body; for example, involving foreign nationals, including students, as academic resources in the program.

(5) A creative program of community involvement, through extension programs, seminars with foreign students, and the like.

QUESTION NO. 8(C)

Q. How will a geographic spread of selected schools be assured?

A. Geographical distribution is a complex determination and a significant criterion for evaluating proposals under Section 4. Therefore, as indicated in response to the previous question, 8(b), we will expect the Advisory Council, as a priority task, to assist in developing specific criteria. Meanwhile, we are considering possible alternatives for discussion with the Advisory Council; for example, distributing grants in proportion to the number of institutions of higher learning within a State or region, to relative student enrollments, to the number of exising international studies programs, etc.

At this time, it seems reasonable to expect that one standard, which has been followed in other Federal programs, will apply—institutions in any one State will not receive grants in excess of 10–15 percent of the total sums available in any fiscal year. We also believe that a satisfactory spread of institutions will be assured by our intention of considering the entire system of higher education in the U.S. and by the importance of accepting proposals which show promise of reaching the greatest number of the undergraduate students in our colleges and universities. Such criteria must be joined with those which will stress high quality of performance.

QUESTION NO. 6(b)

Q. To what degree will the assistance be given to institutions not now offering undergraduate work in the international field?

A. There is no set proportion for funding Section 4 programs in such institutions, nor do we believe that arbitrary limits on such aid should be set. The object of the legislation is to strengthen, over time, the international dimension of the undergraduate course offerings at American colleges. Institutions not now offering undergraduate work in international studies will be given full consideration under the Act. Since the funds, if scattered lightly, could be easily dissipated, we must look for indications of the colleges' ability to use the funds effectively and eventually to reach their entire student body. In addition, programs which will serve as demonstrations to other colleges and universities should be emphasized. Undoubtedly the Center for Educational Cooperation will be able to assist many institutions by the sharing of information apart from the provision of financial grants.

SUPPLEMENTARY INFORMATION TO ABOVE STATEMENT

Our view, in summary would be to look toward centers of excellence in graduate programs developing under Section 3 authority. In the case of undergraduate programs, we would expect to use Section 4 authority to assist many institutions ranging from those with little or no current effort in this direction to those who may already be somewhat more advanced.

Senator **Morse.** It is our privilege to hear the next witness, the Honorable Charles Frankel.

STATEMENT OF CHARLES FRANKEL, ASSISTANT SECRETARY OF STATE FOR EDUCATIONAL AND CULTURAL AFFAIRS; ACCOMPANIED BY LEONARD COWLES, SPECIAL ASSISTANT TO MR. FRANKEL; FRED T. TEAL, ASSISTANT LEGAL ADVISER FOR CULTURAL RELATIONS AND PUBLIC AFFAIRS; JACOB CANTER, DEPUTY ASSISTANT SECRETARY FOR EDUCATIONAL AND CULTURAL AFFAIRS; AND KAY FOLGER, SPECIAL ASSISTANT FOR CONGRESSIONAL RELATIONS

Mr. **Frankel.** Mr. Chairman, do you want me to introduce the members of my group?

Senator **Morse.** I would be delighted to have you do that.

Mr. **Frankel.** To my left is Mr. Jacob Canter, Deputy Assistant Secretary; Mr. Fred Teal, assistant legal adviser; Leonard Cowles, special assistant, and Miss Kay Folger, congressional liaison.

Mr. Chairman and members of the committee, I am honored to have the opportunity to appear before you in behalf of the proposed International Education Act of 1966. I speak as a member of the administration and a representative of the Department of State. But I speak also as one who has spent most of his working life as a member of a university faculty, as a teacher and writer, and as a consultant and representative of various foundations and scholarly organizations.

Much of this work has touched on the fields of international studies and international relations. It is against the background of that experience that I come before you in the belief that the proposed act deals with fundamental needs in a fundamental way.

IMPORTANCE OF INTERNATIONAL EDUCATION BILL

There are a number of reasons, to my mind, why the proposed legislation is important.

It offers a better chance to American citizens to acquire the education they need to cope with the facts of international life.

It strengthens the American capacity to develop, to conduct, and to man informed and farsighted policies in international affairs.

It takes steps that are essential if our Nation is to join with other nations in a more intensive effort to educate the people of the world in habits of mutual understanding and forbearance.

Finally, it is important because it makes a frontal attack on a fundamental issue in the relation between Government and the universities, and attempts to deal with this issue from a long-term rather than a short-term point of view.

With your permission, I should like to address myself, first to the contribution of this proposed program to the education of Americans.

PUBLIC KNOWLEDGE OF FOREIGN AFFAIRS

Today, the international environment of the United States does not begin at the oceans' edge, but penetrates almost every corner of our society. It is revealed in the news we hear, the coffee we drink, the movies we see, the political decisions we debate. And precisely because we hear so much from and about other countries, we need to have a background of information, a sense of history and a sense of the day-to-day context of events if we are to interpret what we hear correctly.

Today, an education without an international dimension is an inadequate education for Americans. We have long since left the day when foreign policy is a matter for experts alone. It affects too many people. It involves too many matters to which not only expert opinion but the common opinion of mankind is relevant.

Senator YARBOROUGH. Is it kind of like football? Everybody feels he can be a Monday-morning quarterback.

Mr. FRANKEL. Yes, sir. I would also say there are a lot more good Monday-morning quarterbacks than one would expect. I do not downgrade Monday-morning quarterbacks.

The trouble is, the rules call for 11 on the team.

It is conducted in the arena of public debate and under conditions in which the electorate, quite properly, is the ultimate sovereign and arbiter. Education in international realities is thus a requirement of educatonal policy, private or public, local or national.

The legislation you are considering reflects this view. And it recognizes, I believe, that education that deserves the name cannot be an effort at selling a single point of view, official or otherwise.

In strengthening the education of Americans at home, the American capacity for foreign affairs will also be advanced. This is not merely a matter of training specialized manpower.

If I may interpolate, Mr. Chairman, it is not merely a matter of training people who will serve the Government. We need more people with special skills, but in addition to their competence as doctors, teachers, agronomists, or economists, such people must also have a special eye and a special ear for the differences in outlook and feeling that mark the people with whom they must work. And in addition to specialists who combine technical skills and international sophistication, we also need a citizenry that has received, as part of its general education, an exposure to the complex facts of the international scene. In the long run, as the President has observed, a nation's foreign policy can progress no faster than the curriculums of its classrooms. American schools and colleges have done much in recent years to improve the study and teaching of international affairs. But much more still needs to be done. The International Education Act is an effort to meet this need.

EDUCATION IN DEVELOPING COUNTRIES

There is a further reason for believing that the legislation you are considering is of importance to the United States in its foreign relations. This reason is that education has moved front and center in this nation's affairs and in every nation's. In the developing nations, little can be accomplished without the advancement of education. In the more prosperous industrial nations, education is the keystone on which depends these nations' power to keep up with the accelerating pace of change. In our own country, as we have discovered, we must turn to education again and again as an indispensable element in the solution of pressing social problems.

In short, the role of educational systems in 20th-century societies is immense. Working together, rather than against each other, these educational systems have as much power as any human agency to build an international structure of peace in diversity. The legislation that is before you proposes that we in this country prepare ourselves to do our part in such an effort at international educational cooperation. And it proposes that we begin here at home by educating ourselves better about the needs and aspirations of others.

The steps it contemplates are, I believe, measured and modest. They do not assume that it is America's duty to educate the world. They do not commit the American taxpayer to underwriting the goal of universal education everywhere in the world. They are meant to meet specific needs in our own country, so that we will be better able to work with others to advance the process of mutual international education.

In sum, from the standpoint of foreign policy, I endorse this proposed legislation because it lays the foundation for an international effort that gives proper attention to the crucial role that education can play in realizing the promise of our time and offsetting its perils. The legislation you are considering gives expression to the proposition that education is a major and enduring activity of this nation, and that educational cooperation with other nations constitutes an abiding national interest.

It is in terms of such long-range goals, too, that I believe the potential contribution of this proposed legislation to the relations between the Federal Government and the American educational community should be measured. At the beginning of my remarks, I said that this legislation deals with a fundamental issue. The issue has two sides.

INDEPENDENCE OF EDUCATIONAL INSTITUTIONS

On one side, the colleges and universities of the country are resources for our society, and they can be better resources if they receive Government support. On the other side, such support must not be permitted to compromise the integrity and independence of our educational institutions, and should not turn them aside from their central and enduring purpose.

In 1960 a distinguished committee spoke to this issue in a report entitled "The University and World Affairs." The committee was constituted and supported by the Ford Foundation at the request of the Department of State, but worked as an ad hoc group independently of both organizations. Its members were:

Harold Boeschenstein, president, Owens-Corning Fiberglas Corp.;
Harvie Branscomb, then chancellor, Vanderbilt University;
Arthur S. Flemming, then Secretary of Health, Education, and Welfare;
J. W. Fulbright, U.S. Senator;
John W. Gardner, then president, Carnegie Corp. of New York;
Franklin D. Murphy, chancellor, University of California at Los Angeles;
Philip D. Reed, formerly chairman of board, General Electric Company;
Dean Rusk, then president, the Rockefeller Foundation; and
J. L. Morrill, chairman, formerly president, University of Minnesota.

"THE UNIVERSITY AND WORLD AFFAIRS"

I would like to quote a brief passage from this report:

> It is not surprising that conflicting views have been pressed upon the universities. On the one hand are those who, feeling keenly a grave sense of national urgency, would have the government tell the university how they must serve the new and pressing needs of the nation in world affairs. On the other hand are those who, cherishing the university's ancient tradition and spirit of scholarship, contend that the university's major contributions to world affairs should come mainly as a by-product of its scholarship.
>
> If pressed to an extreme, these two points of view are incompatible and untenable. Each gives color to the fears expressed by those holding the other. Too much stress on the university's responsibility to meet pressing national needs, and to answer policy questions put to it by government, would risk overwhelming its distinctive tasks of scholarship and teaching with demands for topical research and emergency projects of service abroad. The university might well lose its autonomy. On the other hand, too much stress on the freedom of scholars to pursue their own interests would leave serious gaps in American competence of the kinds that only the universities should take responsibility for contributing to these kinds of competence, and for defining and exploring the intellectual and educational issues that confront society.
>
> What is needed is a relationship of mutual confidence and accommodation. Universities would participate in the process of government, through contributing to the determination and implementation of educational policies and programs in world affairs. Government would participate in the process of education, through contributing to the strength of the educational institutions upon which our own society and other societies depend for their growth and freedom.
>
> Government would provide the means to do the educational tasks, at home and

> abroad, that the universities cannot undertake unaided. The universities would rise to the educational responsibilities which world affairs place on them and on their sister institutions in other nations.

The committee then goes on to recommend the precedent of the Morrill Act of 1862, which inaugurated the land-grant college movement, and states:

> Where government draws on the universities, it has a traditional obligation not only to respect their integrity in the pursuit of free inquiry, but also to restore and maintain their strength, or to create new centers of strength, in order to sustain an essential national resource.

This is the purpose of the proposed International Education Act. The grantmaking authorities it includes are intended to strengthen our intellectual resources while at the same time preserving the right and power of our educational institutions to chart their own course, ask their own questions, and think their own thoughts.

I believe that the International Education Act reflects our growing national awareness of the significance of our educational institutions in our relations with other countries. I also believe that it proposes a kind of support and encouragement for these institutions which will strengthen them in their capacity to remain what they should be—not merely passive agents of their government's or their society's purposes but independent guides and critics helping us all to choose our purposes better.

It is because I believe that the International Education Act has been conceived in this spirit that I feel particularly privileged to have the opportunity to appear before your distinguished subcommittee, Mr. Chairman, and to express my hope that the subcommittee will act favorably on it.

Senator MORSE. Mr. Frankel, I am very pleased to have your testimony. I think it is a very fine statement and will be very helpful.

The staff of the subcommittee is preparing, although it has not completed, a set of questions to submit to you to be answered in writing at the conclusion of the record. As soon as the questions are prepared, they will be submitted to you.

Mr. FRANKEL. Thank you, sir.

(The questions, and the responses from the Department of State, and the comments on the questions by the Department of Health, Education, and Welfare, follow:)

RESPONSES OF THE DEPARTMENT OF STATE ALONG WITH COMMENTS OF THE DEPARTMENT OF HEALTH, EDUCATION AND WELFARE ON QUESTIONS SUBMITTED BY SENATOR MORSE

ASSISTANT SECRETARY OF STATE,
Washington, September 14, 1966.

Hon. WAYNE MORSE,
United States Senate.

DEAR SENATOR MORSE: Secretary Rusk has asked me to reply to your letter of August 22 concerning the August 17 hearings before your Subcommittee on the proposed International Education Act of 1966.

The Department has reviewed carefully your questions regarding the proposed Act and is submitting its replies as an enclosure to this letter. There is also enclosed a separate memorandum containing the Department's comments on amendment No. 736 proposed by Senator Jacob Javits. These comments are in amplification of the remarks made during the hearings by the Department's representative.

The Department wishes to give every assistance to the Subcommittee in its consideration of this important legislation. Should you or other members of your Subcommittee wish further comment on these or other questions concerning the Act the Department will be glad to furnish them.

Sincerely yours,

DOUGLAS MACARTHUR II.

Enclosures:
1. Replies to questions on the International Education Act of 1966.
2. Comments regarding Amendment 736.

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1. What coordinating mechanisms, if any, will be established between State and the Department of Health, Education and Welfare, for the programs of international education covered by the Act and existing educational and academic exchange programs now administered by State under other authorities?

A firm basis for coordination between HEW and State with regard to the proposed new initiatives in international education was reached last winter in a series of inter-departmental discussions. Early in February a guiding principle was established that fixed responsibility for professional educational guidance with HEW and professional foreign policy guidance with State. The basic philosophy of coordination between the two Departments is contained in an exchange of letters dated February 25 and March 21, respectively, between Assistant Secretary of State Charles Frankel and Secretary of the Department of Health, Education and Welfare John Gardner (Tab 1).

There are two principal coordinating mechanisms established between State and HEW for programs of international education. They are:

(1) The interagency Council on *International Educational and Cultural Affairs:* The Assistant Secretary of State for Educational and Cultural Affairs (CU) chairs the Council and representatives of both the Office of the Secretary of HEW and the Office of Education attend, as well as representatives of the Agency for International Development, the Department of Defense, the Peace Corps, the U.S. Information Agency, the Bureau of the Budget, and the Smithsonian Institution. Formed in January 1964, under the authority of Section 106 (d) of the Mutual Educational and Cultural Exchange Act of 1961 (Fulbright-Hays Act) and Section 6 of Executive Order 11034 of June 25, 1962, the Council serves to provide government-wide policy guidance and leadership in international educational and cultural affairs. It has served as a principal coordinating mechanism for the President's new international program as carried out by member agencies under existing authority. In view of the new initiatives in international education a proposed new Executive Order will further sharpen the authority of the Interagency Council, in matters involving educational activities abroad. We anticipate that the proposed Center in HEW will submit semi-annual appraisals of the overall government effort in international education to the Interagency Council. These appraisals will provide needed professional perspective, and will have a strong advisory and coordinating function with regard to overseas activities.

(2) The U.S. Advisory Commission on International Educational and Cultural Affairs acts as an advisory body, in close association with the federal interagency Council, as a regular part of its mandate. The Commission was established by the Fulbright-Hays Act to appraise the effectiveness of the U.S. Government's educational and cultural exchange programs and to formulate policies regarding them.

(3) There are, in addition, other bodies used in common by both State and HEW. They do not exist to coordinate, but they have a coordinating effect. These include:

a. The *Board of Foreign Scholarships.* This Board makes the final selection of all academic exchangees under the Fulbright-Hays Act, including those receiving grants from the Department of State and those receiving grants for foreign language and area studies under Section 102(b) 6 which is administered by the Office of Education. As the legally constituted supervisor of all academic programs of the Fulbright-Hays Act, the Board automatically acts as a coordinating force.

b. HEW officers maintain liaison with *CU area offices* in carrying out a number of activities having foreign affairs aspects (examples: joint consultation on awards for overseas study under both the National Defense Education Act and Section 102(b) 6 of the Fulbright-Hays Act. CU area

> offices, and other Department offices, clear for foreign policy implications certain foreign area research projects financed by HEW).
>
> c. The U.S. Office of Education for many years has conducted the Department of State-financed teacher exchange and teacher devlopment programs under transfer of funds from the Mutual Educational and Cultural Affairs Act appropriations.
>
> d. Both CU and HEW participate in the work of the Foreign Area Research Coordination Group (FAR), a voluntary association of research administrators from 22 agencies.
>
> e. The proposed Advisory Council for the Center in HEW would also have a coordinating effect, since it is anticipated that a representative of State would attend meetings of the Council as an observer.

The enclosed material concerning the interagency Council on International Educational and Cultural Affairs and its coordinating role may be of interest to you (Tab 1).

> 2. What will be the role of the State Department and its constituent agencies, vis-a-vis, the Department of Health, Education and Welfare in its administration of the programs proposed under the pending legislation?

State along with other Federal agencies operating in the field of foreign affairs, will inform the Center in HEW about overseas needs with respect to which U.S. educational resources should be improved. It will then be the Center's responsibility to decide what advice to take.

The Department of State and the interagency Council will undoubtedly wish to make recommendations from time to time concerning ways in which the Center might strengthen certain resources within the United States to enable agencies involved in foreign affairs to meet more effectively priority need and opportunities abroad (e.g., English Language Teaching and American Schools Abroad). To the extent that actions of the Department of HEW and the Center for Educational Cooperation, either directly or through the agency of a grantee, have a significant effect upon the relations of the United States with a foreign country or region, such actions of HEW and the Center will, of course, become the proper concern of the Department of State.

> 3. Could you supply for the subcommittee a description of the selection procedures, in-service training procedures, which will apply to the educational attache positions being created, together with an indication of the degree to which such functions will be subject to the Department of Health, Education and Welfare policy findings? In the memorandum, it will be helpful if the operation of the educational attache proposal could be compared and contrasted to the operation of the Foreign Agricultural attache system as it now operates in the Department.

The State Department will administer the Education Officer Corps. Education Attaches will be members either of the regular Foreign Service or the Foreign Service Reserve. The officers will be completely under the administrative jurisdiction of the Department of State.

However, since the officers will be regarded as representatives of the American educational community abroad, they are being selected and recruited jointly with HEW. HEW will provide these officers with professional backstopping while they are overseas. It will also join with State in arranging for suitable educational work experience for them during their tours of duty within the United States—e.g., teaching in American universities.

The procedures for selecting and recruiting Education Officers will be based on two documents entitled *Criteria for Selection* and *Standard Job Description for the Education Officer* (Tab 2). These documents were prepared by an Interagency Task Force on which representatives of HEW and State, as well as other Agencies concerned with international education participated. These documents have been cleared by all interested Agencies within the Executive Branch, including the Bureau of the Budget.

The first target, as announced in the President's Message on February 2, 1966, is a corps of 30 such officers. We anticipate that approximately 50% will be brought in from the academic community, and that the remainder will be composed of qualified and specially trained members of the Foreign Service Officer corps as well as of HEW and other Federal Agencies.

There are significant differences between the operation of the Education Officer and the Agricultural Attache systems. Most importantly, the Education Officer, as indicated above, is to be a member of the regular U.S. Foreign Service administered by the Department of State and will be designated either a Foreign Service Officer or a Foreign Service Reserve Officer. The Agricultural

Attache, on the other hand, is a General Services Officer employed directly by the Department of Agriculture and detailed to serve overseas for such periods of time as the Department of Agriculture may determine. At the termination of his tour of duty, the Attache is usually transferred to one or more additional overseas posts before reassignment again in the Department of Agriculture. When the Education Officer system is in full operation, we hope to have a corps of educators and scholars who will be rotated regularly between duty abroad and return to American academic life. Some may also be offered Washington assignments in the proposed new Center for Educational Cooperation in HEW or in the Bureau of Educational and Cultural Affairs in the State Department.

The Agricultural Attache system was established by agreement between the Department of State and Agriculture in accordance with provisions of the Agricultural Act of 1954. From an administrative point of view, however, the Department of State considers this arrangement an exception to the normal practice of assignments within the Foreign Service under which, for example, the Labor and Commercial Attaches are administered. The partnerships established between State and these Agencies has proven to be a most effective way to provide for both foreign affairs and domestic needs.

> 4. (a) Could the language of Section 3 support the funding of private binational or multi-national foundation proposals for the establishment of centers domestically?
>
> (b) Would the language support the funding of graduate centers abroad?
>
> (c) Could an American university which has made arrangements with a foreign university for an undergraduate year abroad program for American students include within such arrangements under financial support from the proposed Act, funding for domiciliary accommodations, or even classroom and laboratory expansion?

These questions relate to the specific administration of the proposed legislation by HEW, and can be better answered by that Department. The following views, however, may be helpful:

(a) The House bill authorized the Secretary of Health, Education and Welfare to "make grants to public and private nonprofit agencies and organizations, including professional and scholarly associations, when such grants will make an especially significant contribution to attaining the objectives" of Section 3. This language would seem to be broad enough to permit grants to private or public binational or multinational foundations for the establishment of centers domestically if any such organization can establish to the satisfaction of the Secretary of Health, Education and Welfare that such a grant "will make an especially significant contribution to attaining the objectives" of Section 3.

(b) The language of the proposed Act would appear to be sufficiently broad to permit financial support to American institutions for funding graduate centers both in this country and abroad, provided that such a center was a national as well as international resource for research and training within the terms of the Act. The Secretary of Health, Education, and Welfare would establish the conditions for the making of any such grants, and such conditions would probably look to an American institution which would be responsible for developing and operating such a center in a manner that would assure accomplishment of the objectives of the Act.

(c) Section 4 authorizes grants to strengthen undergraduate programs in international studies. It authorizes grants for six specific types of projects and activities. These do not specifically include the construction of buildings and related capital improvements abroad and the language used would not appear to be broad enough to permit the construction of buildings and related capital improvements abroad.

> 5. During the course of the hearings, witnesses have commented on the desirability of making available for the purpose of the Act, access to blocked currencies in those countries where they exist for the use of faculty personnel engaged in field research or study. Could the Department of State comment upon its general position with respect to such proposals and further supply, as a legislative service, language for the bill which would accomplish the intent, including language amending other statutes, if any, which now preclude such utilization of soft or blocked currencies?

The Department considers it desirable, in carrying out any program of this country abroad, to make maximum use of foreign currencies owned by this country. The Government makes every effort to keep restrictions from being imposed upon the use of the foreign currencies which it acquires, but from time to time restrictions are placed on the use of such currencies in the agreements with foreign countries under which these currencies are acquired. Such "blocked" currencies cannot be freed from restriction by unilateral action of the United States. Accordingly, legislation would not seem to be useful.

Assuming that Government-to-Government agreements do no restrict the use of currencies for the purposes of the pending International Education Act, legislative authority now exists for the United States Government to use them. Section 104 of P.L. 480, the legislation under which large sums of foreign currencies are acquired, authorizes the use of such currencies for a broad range of educational and cultural activities [Sections 104 (h), (i), (j), (m), (n), (o), (p) and (r)]. The educational and cultural purposes for which such currencies may be used under these provisions parallel in large part the purposes of the pending International Education Act. In addition, Section 104 of P.L. 480 authorizes the use of foreign currencies to pay all United States obligations abroad.

6. What additions to the language of Section 6 of H.R. 14643, in the view of the Department, need to be added to assure that neither openly nor covertly could money authorized under the Act be used for the funding of any activity or program falling within the province of the CIA or other intelligence operations of the Federal Government?

The Department does not believe that it would be necessary to include specific language in the legislation to achieve such assurance. The legislative history is already quite clear on this point, and the testimony of the Secretary of Health, Education and Welfare establishes his concurrence, as does the testimony of the Assistant Secretary of State for Educational and Cultural Affairs. Further to emphasize this point, however, a specific statement in your Committee's report might be helpful. The statement would be made in connection with section 5(b) and would state that this section was not intended to authorize the Secretary to utilize services and facilities of any agency operating exclusively in the intelligence gathering field.

7. Would the Department provide the subcommittee with an organizational chart, supplemented by job descriptions, which would show the interrelationships within the Department of State of those positions which would touch upon the administration of the proposed legislation were it to be enacted? A flow chart setting forth review and clearance procedures to be followed in coordinating the work of the Department with that of the Department of Health, Education and Welfare in the areas covered by the proposed legislation, both domestically and abroad, would be most helpful.

It should be emphasized that no one in State will be directly or indirectly concerned with the administration of the proposed legislation unless actions directly affecting our relations with foreign countries are involved.

There is attached, as requested by the Subcommittee, an organizational chart which has been designed as part of a proposed reorganization of the Bureau of Educational and Cultural Affairs, with particular reference to the Bureau's new relationship with the proposed Center for Educational Cooperation. There are also included copies of job descriptions for two representative positions in the Bureau which would be involved with programs under the proposed legislation. These are the Director of the Office of Inter-American Programs and the head of one of the sub units within that office. Thirdly, there is included (see Tab 2) a standard job description for the new Education Officer, including the definition of his relationship to the Department of State, USIA and HEW. Finally, there is also attached a flow chart which telescopes the principal steps which might be followed in a coordinated approach to the development of overseas university projects by State and HEW. (Tab 3) This will give a concrete example of the procedures by which State will give foreign policy guidance.

8. In the event that the subcommittee deems it advisable to structure into the bill an Advisory Council one of whose functions might be the establishment of equitable ground rules covering consideration of applications submitted under both section 3 and section 4, what would be the position of the Department of State as to the most desirable composition of such a Council? What government agencies, if any, would the Department feel it important to have represented? What private sector groups, in the view of the Department of State, could contribute helpful advice and suggestions through participation in the work of the Council? How large should such a Council be?

President Johnson in his special message to the Congress on February 2, 1966, stated his plan to establish a "Council on International Education" to advise the Center for Educational Cooperation of HEW. The Council would be composed of "outstanding leaders of American education, business, labor, the professions and philanthropy." As the Department understands it, the primary function of the Council would be to give professional educational assistance to the Secretary of HEW in the exercise of his responsibility for providing leadership and policy guidance within the Federal Government for the domestic effort to develop educational resources of an international dimension.

The Department assumes that the Advisory Council referred to by the Subcommittee is the Council called for by the President and that the Subcommittee is considering whether or not to give the Council a legislative base. This matter is of primary interest to HEW. The Department of State considers that such a Council is necessary, however, whether or not it is provided by Presidential executive order or by legislation. If the Subcommittee wishes to provide for an Advisory Council under the International Education Act, then care should be taken to distinguish its functions clearly from those of the U.S. Advisory Commission for International Educational and Cultural Affairs. The Advisory Council to the Center should properly be viewed as a professional group specifically concerned with the development of international study and curricula in the U.S. and with providing the new Center with an effective channel of communication with the American academic community.

In our view the Council should be a numerically small working group composed of people with wide ranging interests and backgrounds in international education. The members should be drawn from a wide selection of educational organizations representative of those groups mentioned in general terms by the President. In our view they might well include representatives of university associations, book publishers, business firms with important overseas establishments, the professional organizations and foundations.

Since the function of the Advisory Council is to bring to bear the advice of nongovernmental educational community, we believe government agencies should not be represented on the Council. We would see no objection, however, if such agencies as the Department of State, the Smithsonian Institution, the Agency for International Development, and others as appropriate, were to be designated by the Secretary of HEW as official observers.

9. In the germination of the proposal, what advice, if any, was sought from the Smithsonian Institution? Does the Department feel that the Smithsonian could or should play a role in the further development of the proposal?

10. As the measures are now written, could the Smithsonian participate under section 3? If it cannot, could the Department as a legislative service, supply language enabling the resources of this agency to be utilized?

These questions are interrelated and we shall respond to them jointly. The Department of State has a long-standing and cooperative relationship with the Smithsonian Institution in the field of international educational and cultural activities. The Smithsonian has contributed to the development of the new program in international education in several ways—(1) through advice (along with other public and private agencies) to the special Task Force, created to study and recommend new dimensions of international education following the President's address at the Smithsonian Bi-centennial Convocation; (2) through official observer representation on the interagency Council on International Educational and Cultural Affairs and participation in it's deliberations; and (3) in periodic consultations between Secretary of the Smithsonian Institution and Assistant Secretary of State for Educational and Cultural Affairs.

The Department of State believes that the Smithsonian Institution could and should play a role in the new international education program. Though the Smithsonian is not specifically mentioned in the proposed Act, we believe that under Section 3(a), 4(a) and 5(b) of the House approved measure (H.R. 14643) a position could be made to include it. We understand, however, that HEW is drafting appropriate language to include specifically the Smithsonian Institution, and we therefore defer to that Department for compliance with your request.

11. In the view of the Department, under the language as it is now written, what subject matter graduate disciplines in higher education would be excluded from participation under section 3?

The Department is not aware of any subject matter graduate disciplines that are excluded in principle under section 3 of the Act. We would hope, however, that the legislation would permit the establishment of graduate disciplines on as broad a basis as possible.

12. In the development of the proposal, what consideration was given to the establishment cost per graduate center, the optimum number of such centers, and the annual operating expenditures of those centers which it is anticipated would be established within the decade?

Quite properly, the Department of State has not been asked to participate in the drawing up of administrative plans for graduate centers in the United States.

13. In the view of the Department, what centers for study of geographical areas of the world should be given priority of establishment under Section 3? In priority order what recommendations would the Department make as to the conceptual fields which should be established in centers of excellence within the next three years—within the decade?

In view of this country's world-wide responsibilities the Department favors the systematic, balanced development of study and research programs for all areas of the world rather than the establishment of priorities by area. The Department considers that in order to strengthen the competence of our people to deal effectively with international problems and issues, the country must have centers of learning which will produce experts in African as in Western European affairs, in Asian as in Latin American affairs, in Eastern European as in the Near and Middle Eastern Affairs. Even the study of Western Europe, traditionally emphasized by our colleges and universities, has been weakened in the past twenty years on some campuses by the diversion of financial resources to the study of problems of underdeveloped areas.

However, China represents a special case. Consideration should be given to early expansion of the number of people trained in Chinese studies because of the size and complexity of China, its influence in Asia and elsewhere on the international scene, and its isolation from the West during the last fifteen years. The bulk of present expertise is composed principally of senior scholars and foreign born experts. We need to develop a sufficiently large cadre of native American scholars to replace the existing experts as they retire and to expand research fields and activities on a scale commensurate with the size and significance of modern China. It is only prudent to begin now in view of the lead time necessary to develop genuine competence in language, culture, and one or more specialized fields.

In the Department's view, the establishment of new centers is no more important than the strengthening of those already in existence. The existing centers require urgently an infusion of resources which will enable them, by improving their teaching and research staffs, to produce more scholars at an accelerated rate.

The Department considers that, not only in the next three years but in the next decade and beyond, the centers should devote priority attention to those conceptual fields which would build U.S. competence in socio-economic and political development, and, it is hoped, produce solid, usable research is such fields as comparative education, population control, land tenure, urban problems and literacy. Such research would include, for example, investigation into the demographic problems of Africa—present and future; the effect of the common market on Western European domestic institutions; the problem of international violence and conflict resolution in Asia; and the relationship of education to economic development in Latin America. It is also apparent that the problems of the contemporary world require more sophisticated interdisciplinary focus than the traditional discipline-oriented pattern of area studies. Research efforts are similarly needed in the communication process and the diffusion and adoption of new ideas, skills and attitudes.

Whenever possible, the expansion and improvement of these centers should involve genuine cooperative ventures with scholars and institutions in other lands, thus mutually reinforcing institutional development and strengthening mutual understanding.

Finally the existence of the centers on a university campus would have a vitalizing effect on the university as a whole, that of enlarging the perspective of both faculty and students on the world beyond our borders.

14. What coordinating mechanisms, if any, does the Department feel should be established between and among the types of graduate center proposed under section 3?

From our vantage point the initiative in establishing new graduate centers will be with the universities. The government's role will be simply to encourage and assist in the establishment of long-range development programs. It will be the university's responsibility to determine whether or not to operate through associations and consortia or through established academic organizations. It will be HEW's role to determine whether or not adequate coordinating mechanisms exist.

15. Does the Department regard the graduate students attached to the section 3 centers as a potential recruitment source for its own operations, or for the operations of agencies such as AID?

This Act is not a short-term device to provide trained experts for Government service. Instead, the Act is long-range in character, designed to build up the capabilities of our colleges and universities in a wide variety of disciplines not all of which would necessarily have an immediate application in Federal programs. What we are concerned with here is building a broad base that will be capable of producing future leadership and future informed citizens in many fields, with a better understanding of both national and international affairs.

THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE,
Washington, March 21, 1966.

Hon. CHARLES FRANKEL,
Assistant Secretary of State,
Washington, D.C.

DEAR CHARLES: Thank you for your letter of February 23 summarizing the substance of the agreements between State Department and HEW reached in a meeting in my office on February 11. As is the case in all such understandings, it is impossible to cover every item specifically, but as long as we can maintain the present spirit of cooperation we should be able to shoulder the new responsibility given to us by the President.

The Department will maintain close contact with your office through Assistant Secretary Francis Keppel, Assistant Secretary Philip R. Lee and his Deputy for International Affairs, Mr. Shelton B. Granger.

Sincerely,

JOHN W. GARDNER, *Secretary.*

ASSISTANT SECRETARY OF STATE,
Washington, February 23, 1966.

Hon. JOHN W. GARDNER,
Secretary, Department of Health, Education and Welfare.

DEAR JOHN: This will put on paper the substance of the agreements we reached in the meeting of State and HEW people in your office last Friday, February 11. Although it is redundant for me to do so after your words at the conclusion of the meeting, I want to express my own complete commitment to working with you to set a standard of interagency cooperation. The auspicious beginning we made fills me with confidence that the new program in international education will be established on the soundest possible footing, and that we can set an example that will last a long time into the future. I could not be more grateful for the attitude you and your associates expressed, and you know, I am sure, that all of us here have the same attitude.

We have summarized the main points of our meeting in a Memorandum for the Files, and I am enclosing a copy of this Memorandum with the letter for your records. Should you wish to change or add to it, please do so.

In accordance with our discussion, the letter I sent you on February 8 should now be revised.

I. Education Officers

Education Officers will be recruited by HEW in accordance with criteria agreed upon with State. The criteria will be related to the job description, training requirements, and other factors developed by the working group mentioned below.

Education Officers will be drawn from a variety of sources:

a. USIA personnel with experience in international education, AID Education Officers, Peace Corps representatives, etc.;

b. Regular FSOs with experience in international education;
c. HEW people;
d. The educational community at large.

We shall choose the people who best fit the criteria that are established.

The funds for salaries and support of these officers will be provided by HEW, as worked out with State and the Bureau of the Budget.

While on duty overseas, the officers will be completely under the administrative authority and discipline of State. Unless they are career members of the Foreign Service (Foreign Service Officers), they will be members of the Foreign Service Reserve. They will report directly to the Ambassador, and, through him, to CU in State. State will pay them directly and will be reimbursed by HEW. Communications to and from them will go through State. Educational services and back-stopping will be provided by the Center for Educational Cooperation. The Center will also provide, where desirable, appropriate tours of duty while these officers are in the United States.

The determination whether the new assignment of "Education Officer" requires the changing or elimination of other assignments now in existence in embassies will be made on a country-to-country basis, and will depend mainly on the recommendations of the Ambassadors concerned, after consideration of the general job description being drawn up by the Task Force now being formed.

2. *Coordination between State and HEW in Washington*

The basic instrument of coordination between State and HEW—and also among all other agencies concerned—will be the federal interagency Council on International Educational and Cultural Affairs. This Council was established in January, 1964, pursuant to Executive Order 11034 of June 25, 1962, which directed the Secretary of State to exercise "primary responsibility for Government-wide leadership and policy guidance with regard to international educational and cultural affairs." As the direct representative of the Secretary of State, the Assistant Secretary of State for Educational and Cultural Affairs serves as Chairman.

The Center for Educational and Cultural Cooperation will provide a staff to conduct semi-annual reviews and appraisals of the total spectrum of federal government activities in international education. These reviews and appraisals will be submitted to the Secretary of State. They will also be transmitted to the members of the federal interagency Council on International Educational and Cultural Affairs for discussion and comment, the results of which will also be transmitted to the Secretary of State.

The member agencies of the Council consist of AID, Department of Defense, HEW/U.S. Office of Education, Peace Corps, and the U.S. Information Agency with the Bureau of the Budget and the Smithsonian Institution as official observers. Each agency represented on the Council will assign officers to temporary duty for such specific purposes and periods of time as may be required by the Council.

During the early months in which the Center is being organized, officers from CU will be detailed to work at the Center. This arrangement may persist if circumstances make it seem desirable.

The Council will meet regularly and frequently.

To work out operational details in the next few weeks with regard to the Education Officer and problems of coordination, a Task Force is being formed.

3. *Advisory Bodies*

The U.S. Advisory Commission on International Educational and Cultural Affairs will act as an advisory body in close association with the federal interagency Council, as a regular part of its mandate under existing statutes. I shall discuss with the members of the Advisory Commission the advisability of their directing specific members of the Commission to take a specialized interest in the activities of the specific member agencies of the Council. In this way we hope to achieve coordination at the advisory level.

The Council on International Education, described in the President's message, will advise the Center for Educational Cooperation. Its specific purpose is to mobilize leadership for the effort of the U.S. private sector in international education, and to act as a channel of transmission of ideas between the Government and the private sector.

The next step in our activities is to set the Task Force to work to formulate the details of the job description for the Education Officer, together with criteria for recruitment, and other matters related to training, reimbursement, and placement which we discussed in our Friday meeting. Within the Department of State, Ambassador Palmer and Mr. Ralph Roberts intend to take an active interest in the work of this Task Force, and have designated Mr. David Wilken to serve as their representative on it. I will ask Mr. Frank Colligan to represent CU. The other member agencies of the Council will be asked to designate representatives.

I regard the development of these mechanisms for carrying out the President's initiatives as a central part of my duties in the months ahead and will give it as much attention as I can. For purposes of general liaison and back-stopping, Mr. Leonard Cowles, my Special Assistant, will carry the main responsibility. In my absence, Mr. David Osborn, my Deputy, has full authority to act in my place.

Sincerely,

CHARLES FRANKEL.

Enclosure: Memorandum for the Files re meeting at HEW, February 11, 1966.

FEBRUARY 18, 1966.

UNITED STATES GOVERNMENT MEMORANDUM

To: The Files.

Subject: Discussion meeting at HEW, on February 11, 1966.

INTERNATIONAL EDUCATION PROGRAMS

Present:

HEW: John W. Gardner, Frank Keppel, Philip Lee, Harold Howe, Shelton Granger, Donald Simpson.

State: Charles Frankel, David Osborn, Joseph Palmer, Ralph Roberts, Fred Teal, Frank Colligan, Leonard Cowles.

BOB: James Frey, Ellen Wormser.

I. Coordination between State and HEW in Washington

The meeting opened with a discussion of page two of Mr. Frankel's letter to Mr. Gardner, dated February 8, 1966. While there was no exception taken to the first two paragraphs it was suggested that there be a reference to the origin of the Council on International Educational and Cultural Affairs.

A question was raised by Mr. Gardner with respect to the third paragraph—whether it is necessary for each agency represented in the Council to assign an officer to duty on the interagency Council. In ensuing discussion it was decided that there is a need, on occasion, for coordinated team-work, and that this could be accomplished by calling together an ad-hoc task force. It was agreed that it would be desirable for an experienced officer of HEW to become a permanent member of the interagency Council secretariat at CU. It was further decided that the BOB would name an official observer at meetings of the interagency Council.

II. The position of the Education Officers

There was general agreement on the first page of Mr. Frankel's letter of February 8 concerning recruitment. So far as criteria for selection is concerned, this could be determined at a later date by a task force.

In a discussion of patterns of appointment and methods of reimbursement, Mr. Gardner said that HEW does not object to the funding of Education Officers by HEW. It was agreed that State, HEW and the BOB should name representatives to work out details with regard to appointment and reimbursement.

There was general agreement that, whatever their origin, Education Officers should be subject to discipline of the State Department and the Ambassador overseas.

Mr. Gardner felt that the sentence in the last paragraph of page one, indicating that communications to the Education Officers "will be based on joint State, HEW staff work" is cumbersome and may be subject to misinterpretation. There was agreement that coordination with respect to foreign policy is needed, and that the following reference to channels of communication would be adequate to ensure such coordination. "Communications to the Education Officers will go through State." It was further decided that support for these officers by the Center for Educational Cooperation be expressed in terms of "educational services" rather than "operational" support.

Those present agreed that domestic tours of duty for the Education Officers should be coordinated with the FSOs-in-universities program, but the details were not spelled out.

Messrs. Palmer and Roberts indicated that any agreement made with respect to the recruitment and employment of Education Officers should delineate the role of these officers within the embassy, particularly with reference to the Cultural Affairs Officer and the AID education officer, wherever they exist. Mr. Gardner felt that this was a matter primarily for decision by the State Department and the Ambassador concerned. There was agreement, nevertheless, that a small work group chaired by State should be organized to work out the general concepts of such delineation. It should be composed of membership of USIA, AID, and State.

Mr. Keppel suggested that the same task force should be authorized to consider the question of training. He stated that training of these officers, particularly area study, is extremely important.

III. Coordinating Groups

Referring to the first paragraph on page three of Mr. Frankel's letter, Mr. Gardner reported that Mr. Cater of the White House is concerned lest the new Center be burdened with too many advisory mechanisms. Mr. Gardner added that during his period as a member of the Advisory Commission, it was never able to perform its mission adequately because its membership did not have the necessary information concerning the work of each Federal Agency concerned with international education. He suggested that to make the Advisory Commission effective it should have a much broader sweep of responsibility. He agreed with Mr. Frankel's suggestion that this would be possible by extending its advisory function to include the interagency Council on International Education.

In a discussion of the possible need for legislative amendment in order to extend the authority of the Advisory Commission, there was general agreement that there is no need for new legislation.

With respect to the proposed Council on International Education, Mr. Frankel indicated that its primary function should be to advise the Center on what the private sector can and should do in the field of international education. There was agreement that the role of the Council should be more precisely defined so that its functions do not overlap with those of the Advisory Commission. It was also suggested that one or two persons might be members of both the Council and the Advisory Commission, in order to ensure adequate liaison.

IV. Binational Commissions

Mr. Frankel introduced the subject of the overseas binational commissions by pointing out that the Education Officer would work through such commissions where feasible.

V. Overseas Schools

In considering the relation of the proposed Center to the American overseas school program, Mr. Gardner suggested that the Center should be charged with some form of action to assist these schools, and that it not be asked to undertake a new study of the overseas school program. There was general agreement that the question of action be entrusted to a task force and that its deliberation could start at once. There was agreement, however, that the Defense Department schools should be treated separately. Mr. Frankel will suggest to Assistant Secretary Bartlett of the Department of Defense that he get in touch with Mr. Keppel.

In closing the meeting, Mr. Gardner stated that he and his colleagues in HEW are conscious that they are moving into a new sphere of activity. He hopes that relations among all the agencies involved will move forward smoothly and that they will work together in harmony. For its part, HEW will try to establish such an atmosphere.

FOREIGN AFFAIRS MANUAL CIRCULAR No. 165A

JANUARY 20, 1964.

Subject: Formation of Interagency Council on International Educational and Cultural Affairs.

1. Purpose

The purpose of this circular is to inform personnel of the Department of State and the Foreign Service of the formation of the Council on International Educational and Cultural Affairs (hereafter referred to as the Council) which meets for the first time on January 30, 1964.

2. Functions

a. The Council will focus on strengthening the coordination of educational and cultural policies for Government programs which are essentially international in purpose and impact. Priority attention will be given to better communication among the agencies with programs of this kind and to more effective use of resources through the elimination of any existing overlaps or gaps.

b. In addition, the Council hopes to provide a forum for discussion of problems which affect other Government agencies with domestic programs having international implications. From time to time, representatives of these agencies will be asked to meet with the Council.

3. Membership and Staffing

As the Secretary of State's special representative in this undertaking, Assistant Secretary* Battle will act as Chairman of the Council. The complete roster of members is as follows:

DIRECTORY, COUNCIL ON INTERNATIONAL EDUCATIONAL AND CULTURAL AFFAIRS
JULY 1966

(Members, Title, and Agency)

1. Chairman: Dr. Charles Frankel, Assistant Secretary of State for Educational and Cultural Affairs—State.
2. Dr. Albert H. Moseman, Assistant Administrator for Technical Cooperation and Research—AID.
   Alternate to Dr. Moseman: Mr. Donald B. MacPhail, Deputy Administrator for Technical Cooperation and Research—AID.
3. Dr. Lynn D. Bartlett, Deputy Assistant Secretary of Defense (Education)—DOD.
   Alternate to Dr. Bartlett: Col. J. A. Bowman, Director for Education Program, Under Deputy Assistant Secretary of Defense (Manpower)—DOD.
4. Mr. Shelton B. Granger, Deputy Assistant Secretary for International Affairs—HEW.
   Alternates to Mr. Granger: Mr. Harold Howe II, U.S. Commissioner of Education—HEW; Mr. Ralph C. M. Flynt, Associate Commissioner for International Education—HEW.
5. Mr. Jack H. Vaughn, Director—PC.
   Alternate to Mr. Vaughn: Mr. Harris Wofford, Associate Director At-Large—PC.
6. Mr. Leonard H. Marks, Director—USIA.
   Alternate to Mr. Marks: Mr. Hewson A. Ryan, Deputy Director Policy and Plans)—USIA.

OBSERVERS

Mr. William R. Thomas 3d, Deputy Chief, International Division—BOB.

Mr. William W. Warner, Special Assistant to the Secretary for International Activities—Smithsonian Institution.

Mr. Daly C. Lavergne, Deputy Director, Office of International Training—AID.

STAFF

Executive Secretary: Dr. Francis J. Colligan, Director, Policy Review and Coordination Staff—State.

Assistant Executive Secretary: Mrs. Elinor P. Reams, Assistant Director, Policy Review and Coordination Staff—State.

COUNCIL ON INTERNATIONAL EDUCATIONAL AND CULTURAL AFFAIRS

Terms of Reference

1. IDENTIFICATION

Council on International Educational and Cultural Affairs (CEC), hereafter referred to as the Council.

2. PURPOSE

General

In broadest terms, the purpose of the Council is to strengthen the community of effort among Government agencies with international educational and cultural programs so that they can develop clearer concepts of what each is doing and how all of the activities can best be fitted together, in the interest of a more effective total United States effort.

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*Currently Dr. Charles Frankel.

More specifically, the Council has a three-fold mission:

To provide a common focus on the development of broadly consistent policies for Government programs which are primarily international—that is, those which are essentially international in purpose and impact.

To insure communication and exchange of information among all agencies with programs which have international involvement—those which are primarily international, as well as those with programs which are incidentally or secondarily international in purpose. (The latter would include programs to strengthen research and other educational activities in the United States through book acquisitions abroad or fellowships to foreign scientists and technicians.)

To stimulate communication and exchange of information between the private and the Government sectors.

Specific Functions

In order to carry out its mission the Council will:

1. Identify international educational and cultural programs which have a common denominator and thus lend themselves to a coordinated approach. (Although each agency has a special mission and separate statutory authorities and mandates, there are many matters on which the work of the agencies converge.)
2. Appraise the basic policies underlying the common denominator programs to insure that they are broadly consistent.
3. Encourage the planning of programs which carry out the basic policies, which fit together, and which use the various program resources in a common effort.
4. Act as the parent body for existing interagency committees and working groups, with authority to abolish or create such groups in the interest of more effective coordinating arrangements throughout the operating levels.
5. Consider, and stimulate the solution of, common problems, referred to the Council by its members or by any of its committees or working groups.
6. Stimulate the development and maintenance of reports and other information services to provide interagency communication, as well as communication between the Government and the private sectors.

Standard Description of Duties: Education Officer

INTRODUCTION

The principal function of an Education Officer is to give impetus and strength to the U.S. commitment in international education, as called for by the President. He is the officer of the Embassy principally concerned with the total U.S. program in international education. He reports to the Ambassador and, through the Ambassador, to the Department of State.

TYPICAL DUTIES

1. Advises the Ambassador on all education programs (present and contemplated) of the U.S. Government in the country. Assists the Ambassador in ensuring that the education programs of all agencies are properly coordinated in the field and that all resources of the mission are utilized as part of a total U.S. effort in the education field. Reviews particularly long-range needs and planning for educational cooperation and development. Identifies any important areas of education now being neglected or falling between the programs of various agencies and recommends to the Ambassador appropriate action. Gives priority attention to advising on the new or expanded programs in international education contemplated (*e.g.*, School-to-School Partnerships, Exchange Peace Corps, American Educational Placement Service, educational foundations, American-sponsored schools abroad, English language training).

2. Consults with and is consulted by the various elements of the U.S. Mission on their programs in education. Participates in the planning process of the

various agencies as they prepare the education component of their country plans and programs. Presents his comments and recommendations on those plans and programs to the Ambassador and participates fully in the formulation of issues referred to Washington.

3. Serves as a principal contact for the Embassy with chief privately-financed U.S. groups (such as foundations) active in education in the country.
4. Reports on developments in education in the country.
5. Assures that needed staff services are furnished to HEW and other interested agencies to support domestic programs in international education.
6. Together with the Public Affairs Officer and/or Cultural Affairs Officer, may be appointed to serve as a member of the Binational Commission.
7. Reviews counseling, selection, information and other services for foreign students (with emphasis on non-sponsored students) and prepares recommendations to Washington on how these services might be more adequately handled at the post.
8. Keeps the Ambassador, other members of the mission, and Washington informed of his activities.

RELATIONSHIP WITH OTHER GOVERNMENT AGENCIES

1. The U.S. Government's efforts in education is divided among several U.S. agencies, each of which has a different role and contribution. The assignment of an Education Officer does not alter present responsibilities for administration of the various educational programs of the U.S. Government abroad; nor does he substitute for any U.S. agency in the conduct of existing programs.
2. The United States Information Service continues to administer the programs of the Bureau of Educational and Cultural Affairs in the field.
3. At the request of the Ambassador, the Education Officer clears communications of all agencies on policy questions or major substantive matters in the field of education. Information copies of communications of all agencies on substantive matters in this field are provided to the Education Officer.

INTERDEPARTMENTAL TASK FORCE ON EDUCATION OFFICERS—CRITERIA FOR SELECTION

The Task Force has been charged by the Interagency Council with proposing criteria for selection of Education Officers. The following statement, approved by the Task Force, should be understood in the context of other factors which have been taken into account.

First, the Task Force agreed that it would prepare a compendium of necessary or desirable attributes probably not all existing in any single candidate but which together constitute a profile of the ideal Education Officer.

Second, the Task Force did not attempt to prepare specific recruitment standards tailored to the skills needed for assignment of an officer to a particular country because this cannot realistically be done until the countries of assignment are known and then, only by preparing separate statements for each country or type of country.

Further, there are references in this statement to the fact that the candidate should have a knowledge of U.S. Government and embassy organizations and their interrelationships in the field of education and an awareness of the broad U.S. foreign policy objectives to which education relates. The Task Force realized that otherwise highly qualified candidates would frequently not have such knowledge and anticipated that, in such cases, those selected would undergo a thorough orientation in Washington prior to departure for a foreign post.

I. QUALIFICATIONS

The Education Officer is the principal adviser to the Ambassador and to the U.S. Government on the total U.S. education effort in the foreign country of his assignment; a representative of the U.S. education community to its opposite number in a foreign country and a supplier of information and service to U.S. Government agencies in the field of education. As such, he must possess the necessary qualifications to carry out effectively those functions set forth in the attached paper entitled *Standard Description of Duties: Education Officer*. Ideally, an Education Officer should have:

a. broad-gaged experience either as an educator or, as an expert in educational methods, or as a State, city, or Federal Government official concerned with education problems and programs or as an official of a foundation or private agency concerned with educational matters;

b. thorough familiarity with policies, programs, and developments in U.S. education;

c. familiarity with educational institutions, foundations, government organizations, and key figures in the education community;

d. special knowledge of those U.S. educational groups, public and private, which are active in, or which can contribute to U.S. programs in the country of assignment;

e. familiarity with U.S. policies and programs in education activities abroad; vision, energy, scholarly reputation, unusual tact and diplomacy (in both the general and special senses) in order to guide and influence U.S. courses of action in international education without attempting to direct a multiplicity of technical programs and in order to merit the respect of educators and public officials both in the U.S. and in the country of assignment;

f. useful knowledge of the organization, operation, and interagency relationships of Foreign Service posts, particularly with respect to education policies and programs, and of the responsibilities of supervisory and backstopping offices concerned with education in U.S. Government agencies;

g. first-hand experience in professional dealings with foreign nationals; and, if possible, particular knowledge of the educational history, philosophy, and systems of the country of assignment;

h. a useful facility with the language of the country of assignment; and

i. thorough knowledge of U.S. foreign policy objectives in the country of his assignment.

II. SOURCES OF RECRUITMENT

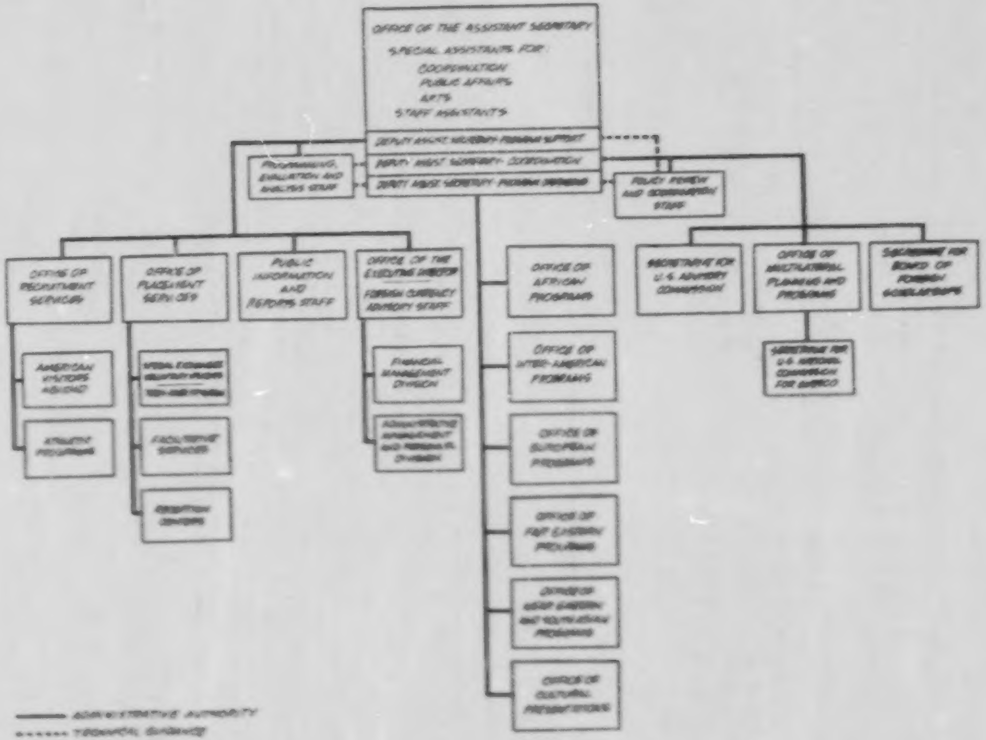
In its meeting on February 18, 1966, the interagency Council on International Educational and Cultural Affairs decided that the first group of Education Officers might be sought from the following sources:

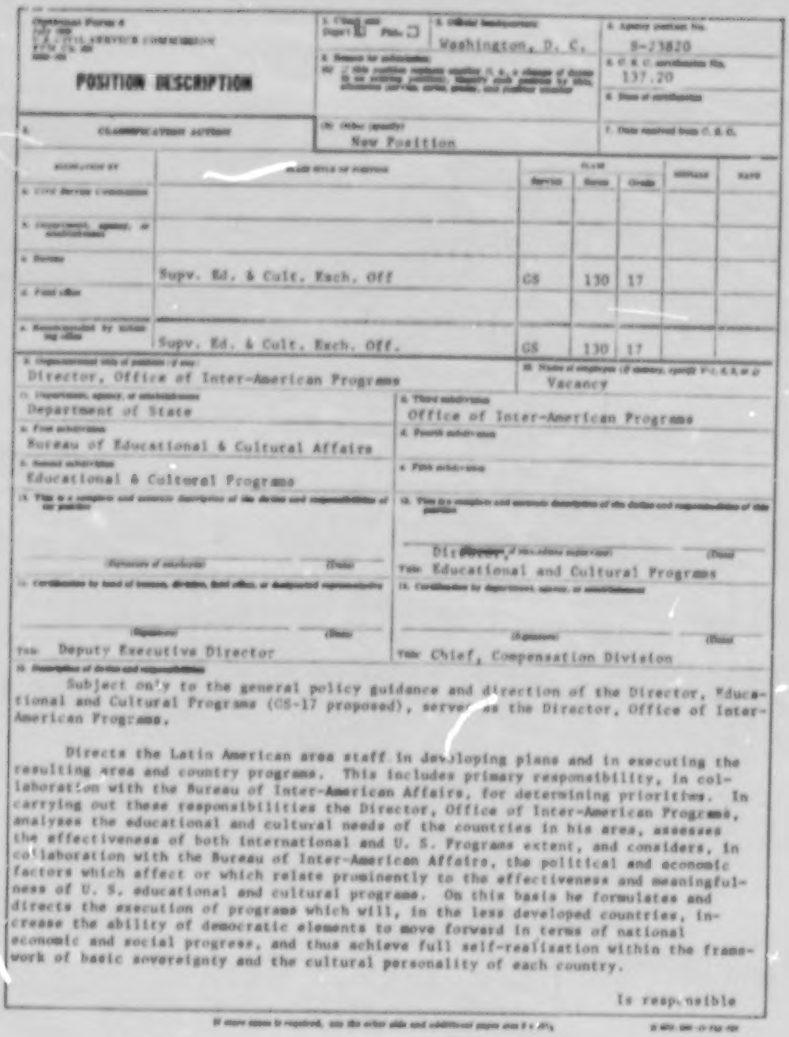
Cultural Affairs Officers and other USIA personnel with experience in international education.
AID Education Officers.
Peace Corps representatives.
Foreign Service Officers.
Officials of HEW and other U.S. Government agencies.
The educational community.

The Task Force considers that recruitment for each position should be undertaken with the expressed consent of the agencies or institutions concerned.

III. ASSUMPTIONS AS TO SPECIAL FACTORS RELATING TO EMPLOYMENT

1. Education Officer positions will be in the Foreign Service, either FSO or FSR, as appropriate.
2. Education Officers will normally be assigned to posts for tours of duty equivalent to tours of other officers of equivalent rank and responsibility.
3. Whether recruited from other U.S. Government agencies or from state governments or educational institutions, Education Officers must make their own arrangements with employers as to reemployment or reinstatement rights.


OFFICE OF THE ASSISTANT SECRETARY
SPECIAL ASSISTANTS FOR:
COORDINATION
PUBLIC AFFAIRS
ARTS
STAFF ASSISTANTS
DEPUTY ASST. SECRETARY-PROGRAM SUPPORT
DEPUTY ASST. SECRETARY-COORDINATION
DEPUTY ASST. SECRETARY-PROGRAM OPERATIONS
PROGRAMMING, EVALUATION AND ANALYSIS STAFF
POLICY REVIEW AND COORDINATION STAFF
OFFICE OF RECRUITMENT SERVICES
AMERICAN VISITORS ABROAD
ATHLETIC PROGRAMS
OFFICE OF PLACEMENT SERVICES
FACILITATIVE SERVICES
RECEPTION CENTERS
PUBLIC INFORMATION AND REPORTS STAFF
OFFICE OF THE EXECUTIVE DIRECTOR
FOREIGN CURRENCY ADVISORY STAFF
FINANCIAL MANAGEMENT DIVISION
ADMINISTRATIVE MANAGEMENT AND PERSONNEL DIVISION
OFFICE OF AFRICAN PROGRAMS
OFFICE OF INTER-AMERICAN PROGRAMS
OFFICE OF EUROPEAN PROGRAMS
OFFICE OF FAR EASTERN PROGRAMS
OFFICE OF NEAR EASTERN AND SOUTH ASIAN PROGRAMS
OFFICE OF CULTURAL PRESENTATIONS
SECRETARIAT FOR U.S. ADVISORY COMMISSION
OFFICE OF MULTILATERAL PLANNING AND PROGRAMS
SECRETARIAT FOR U.S. NATIONAL COMMISSION FOR UNESCO
SECRETARIAT FOR BOARD OF FOREIGN SCHOLARSHIPS
ADMINISTRATIVE AUTHORITY
TECHNICAL GUIDANCE



POSITION DESCRIPTION

3. Official headquarters: Washington, D. C.

4. Agency position No.: S-23820

5. C. S. C. certification No.: 137.20

6. Date of certification:

(b) Other (specify): New Position

7. Date received from C. S. C.:

8. CLASSIFICATION ACTION

Allocation by	Class title of position	Service	Series	Grade	Initials	Date
a. Civil Service Commission						
b. Department, agency, or establishment						
c. Bureau	Supv. Ed. & Cult. Exch. Off	GS	130	17		
d. Field office						
e. Recommended by initiating office	Supv. Ed. & Cult. Exch. Off.	GS	130	17		

9. Organizational title of position (if any): Director, Office of Inter-American Programs

10. Name of employee: Vacancy

11. Department, agency, or establishment: Department of State

a. First subdivision: Bureau of Educational & Cultural Affairs

b. Second subdivision: Educational & Cultural Programs

c. Third subdivision: Office of Inter-American Programs

d. Fourth subdivision:

e. Fifth subdivision:

(Signature) (Date)

Director, (Date)

Title Educational and Cultural Programs

(Signature) (Date)

Title Deputy Executive Director

(Signature) (Date)

Title Chief, Compensation Division

16. Description of duties and responsibilities

Subject only to the general policy guidance and direction of the Director, Educational and Cultural Programs (GS-17 proposed), serves as the Director, Office of Inter-American Programs.

Directs the Latin American area staff in developing plans and in executing the resulting area and country programs. This includes primary responsibility, in collaboration with the Bureau of Inter-American Affairs, for determining priorities. In carrying out these responsibilities the Director, Office of Inter-American Programs, analyses the educational and cultural needs of the countries in his area, assesses the effectiveness of both international and U. S. Programs extent, and considers, in collaboration with the Bureau of Inter-American Affairs, the political and economic factors which affect or which relate prominently to the effectiveness and meaningfulness of U. S. educational and cultural programs. On this basis he formulates and directs the execution of programs which will, in the less developed countries, increase the ability of democratic elements to move forward in terms of national economic and social progress, and thus achieve full self-realization within the framework of basic sovereignty and the cultural personality of each country.

Is responsible

Is responsible for the direction of all of the Bureau's educational and cultural programs in Latin America. Makes all necessary decisions and consults with superiors when major policy or program considerations concerning Latin America may impinge on the interests of other areas within the Bureau organization.

Oversees a continuous review and evaluation of programs in his area in order to be fully knowledgeable of activities and alert to program needs. Moves immediately to effect changes in programs or in program emphasis when necessary to meet emergency needs or to adjust to the dynamics of changing political, economic or social conditions. Follows through with more permanent changes in programs or with appropriate analyses and recommendations for changes on a broad scale.

Is primarily responsible for Bureau contacts with Public Affairs Officers and Cultural Affairs Officers operating in his area in the field, for liaison with USIA as required when there is mutual interest, for providing operational guidance on a continuous basis, and for evaluating effectiveness of USIS officers and staffs in carrying out educational and cultural operations within their countries of assignment. Systematically obtains the views of such officers and considers their recommendations in connection with program planning for the area.

Serves as the Bureau representative in consultation and negotiation with key officials of the regional bureaus, USIA, AID, HEW, and other Government agencies, with international organizations, with foreign embassies, with the organizations under contract to the Department, with educational authorities, and with private organizations that participate with the Department in these programs. This includes attendance at conferences and meetings at which the Director will be expected to speak with authority on the Department's programs and policies as concerns educational and cultural exchange with countries of Latin America.

Serves as the Bureau representative in preparation for and attendance at overseas regional conferences of Public Affairs Officers and Cultural Affairs Officers and has authority to commit the Bureau to a course of action.

Travels extensively throughout his area to keep abreast of changing conditions, to assess programs and to develop improved plans in relation to foreign policy objectives. Solves problems on the spot or, on return to Washington, inaugurates new programs or corrects deficiencies in existing programs on the basis of his observations in the field.

Finally, is responsible for the overall effectiveness of Latin American area educational and cultural programs in terms of achievement of the objectives outlined.

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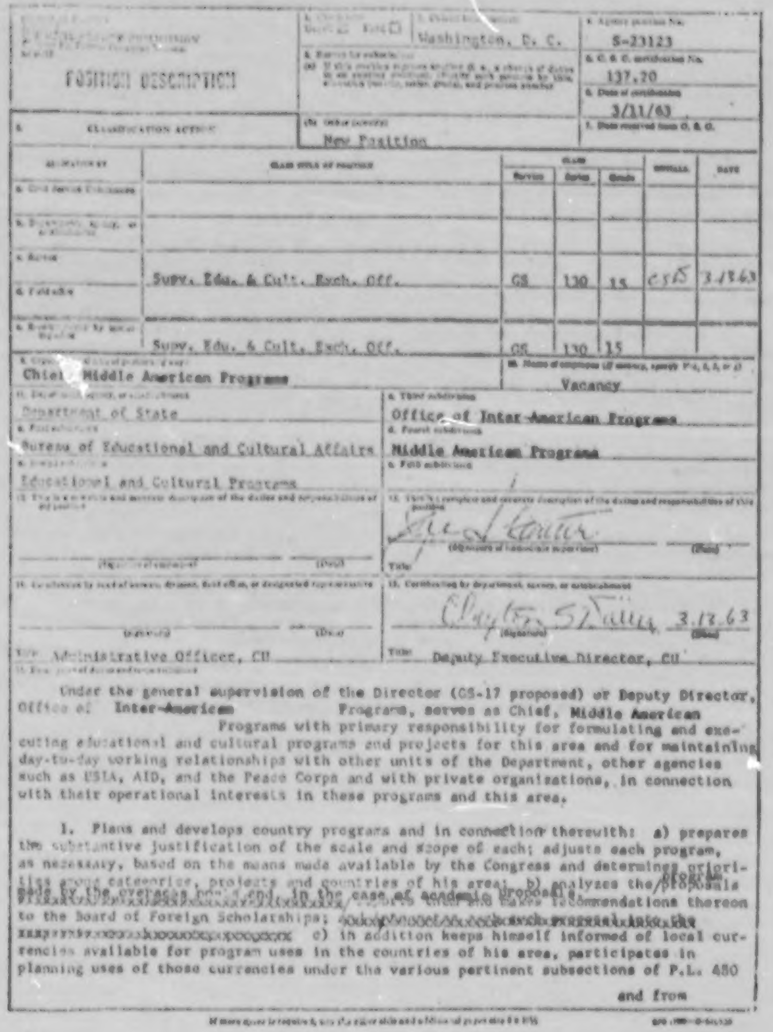


POSITION DESCRIPTION

Washington, D. C.

Agency position No. S-23123

C. S. C. certification No. 137.20

Date of certification 3/11/63

Date received from C. S. C.

CLASSIFICATION ACTION

New Position

	Class title of position	Service	Series	Grade	Initials	Date
a. Civil Service Commission						
b.						
c.	Supv. Edu. & Cult. Exch. Off.	GS	130	15	[illegible]	3.18.63
d.						
e.	Supv. Edu. & Cult. Exch. Off.	GS	130	15		

Chief, Middle American Programs

Vacancy

Department of State

Bureau of Educational and Cultural Affairs

Educational and Cultural Programs

Office of Inter-American Programs

Middle American Programs

Title Administrative Officer, CU

Clayton S. [illegible] 3.18.63

Title Deputy Executive Director, CU

Under the general supervision of the Director (GS-17 proposed) or Deputy Director, Office of Inter-American Programs, serves as Chief, Middle American Programs with primary responsibility for formulating and executing educational and cultural programs and projects for this area and for maintaining day-to-day working relationships with other units of the Department, other agencies such as USIA, AID, and the Peace Corps and with private organizations, in connection with their operational interests in these programs and this area.

1. Plans and develops country programs and in connection therewith: a) prepares the substantive justification of the scale and scope of each; adjusts each program, as necessary, based on the means made available by the Congress and determines priorities among categories, projects and countries of his area; b) analyzes the/program proposals made by the overseas posts and, in the case of academic proposals, [illegible] makes recommendations thereon to the Board of Foreign Scholarships; [illegible] c) in addition keeps himself informed of local currencies available for program uses in the countries of his area, participates in planning uses of those currencies under the various pertinent subsections of P.L. 480 and from

and from other sources, and integrates the new programs with the existing ones to finance effective programs.

2. Keeps himself well informed on political, economic, military and sociological developments in the geographic area of his responsibility and the various political entities therein. With respect to educational and cultural policy, advises on and participates, as requested, in the drafting of policy papers by the Policy Planning Council.

3. Formulates or reviews educational and cultural project proposals for his area for possible implementation by other government agencies and by non-governmental organizations, with or without Government assistance, and reviews similar projects proposed by other than governmental organizations which would involve CU sponsorship, implementation, or financing in whole or in part.

4. Reviews program proposals made by overseas posts in the light of resources, capacities and finances available in the United States for useful implementation of such proposals, informs the posts of opportunities and resources which are available for activities and projects which may help meet their program objectives. In this connection reviews general reports from the posts on past programs and projected programs; takes steps to correct weaknesses or deficiencies cited in reports on past programs; advises posts as to the feasibility of projected programs. Advises the corresponding area of the appropriate geographic Bureau on how educational and cultural programs can be used to carry out foreign policy objectives in his assigned area. Is responsible for the maintenance of close liaison with the Office of Cultural Presentations, and, for his area, appropriate sharing of responsibility in connection with the programming of cultural groups sent overseas. Works closely with the Office of U. S. Programs and Services in connection with aid to U.S. ~~xxxxxxx~~ sponsored schools and colleges in his area.

5. Formulates guidance to the field and to the operating offices of CU with respect to exchange program plans and policies as well as specific grant and category levels. Reviews operational program proposals by the posts, including nominations of foreign national recipients for the various categories of grants, and by elements of the Office of U.S. Programs and Services for grants to Americans for his area. Is responsible for obtaining decisions on such nominations, obligating funds and grant issuance where appropriate, participating in planning grantees' programs and in briefings and orientation. Is directly responsible for foreign leaders' and foreign specialists' grants including the issuance of grant documents and for planning and programming special institutional projects.

6. Cooperates with the Multilateral Policy Planning Staff and with the staffs of regional committees in providing substantive "backstopping" of the cultural and educational activities of inter-governmental organizations in which the United States participates and which relate to his area.

R

7. Cooperates with the Multilateral Policy Planning Staff in the review and evaluation of background and position papers prepared by other United States agencies or by multilateral agencies; assists in preparing background and position papers and makes recommendations relating to the substantive aspects of these programs for international meetings and conferences.

8. Reviews or participates in formulation of instructions to overseas posts on

substantive matters including program consideration, negotiation, renegotiation and amendment of international agreements under appropriate legislation.

9. Within appropriate limits clears all outgoing CU correspondence directed to posts in his area.

10. For these purposes, represents CU and maintains continuous liaison and co-ordination at appropriate levels with (a) counterpart offices in the geographic bureau of the Department, the area and country officers of other agencies administering related programs (viz., USIA, AID and Peace Corps) or engaged in other activities of concern to CU, the Bureau of Intelligence and Research for certain types of background data, (b) the U.S. Advisory Commission on International Educational and Cultural Affairs, the Advisory Committee on the Arts, the Board of Foreign Scholarships and other bodies advisory to the Department in this field, (c) representatives of non-governmental organizations which are engaged in similar activities in the same areas overseas, and (d) cultural offices of foreign embassies in Washington. Participates in meetings, conferences and seminars held in the U.S. for consideration of matters which pertain to educational and cultural relations with his assigned area.

11. Plans, directs and supervises the activities of his staff.

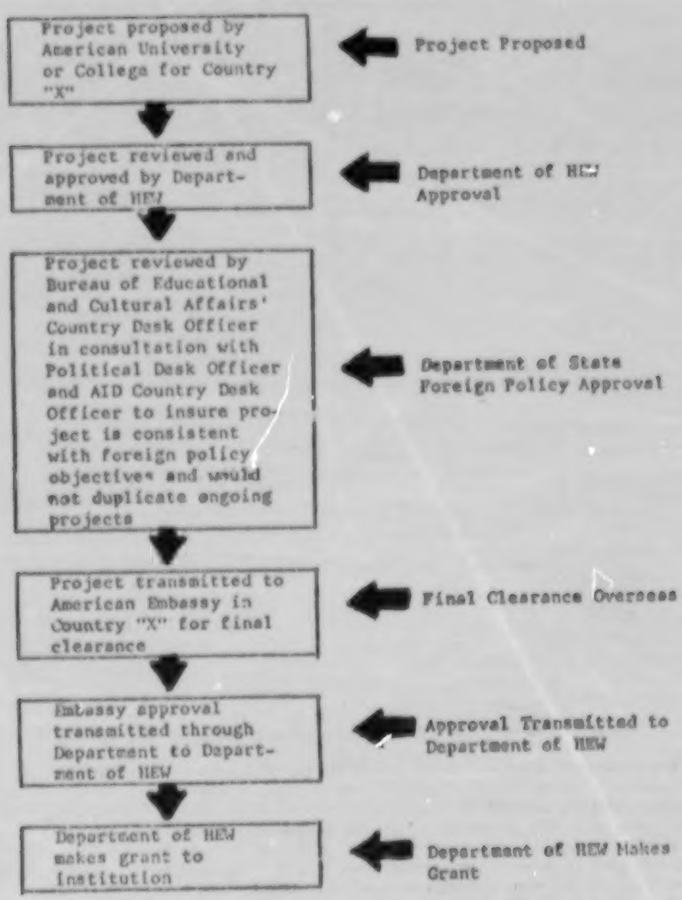
12. Participates in briefing and de-briefing of Cultural Affairs Officers, Public Affairs Officers, and, as appropriate, Ambassadors, Deputy Chiefs of Mission, and Principal Officers departing for or returning from field posts in his area.

13. Participates in review and approval of field assignments of Cultural Affairs Officers and Assistant Cultural Affairs Officers for his area.

14. In connection with Cultural Affairs Officers' conferences held in his area, is responsible for the preparation of staff papers and attends as necessary.

15. As the occasion requires, travels throughout his area for the purpose of advising and assisting Public Affairs Officers and Cultural Affairs Officers in carrying out country programs and for assessing the adequacy and effectiveness of such programs.

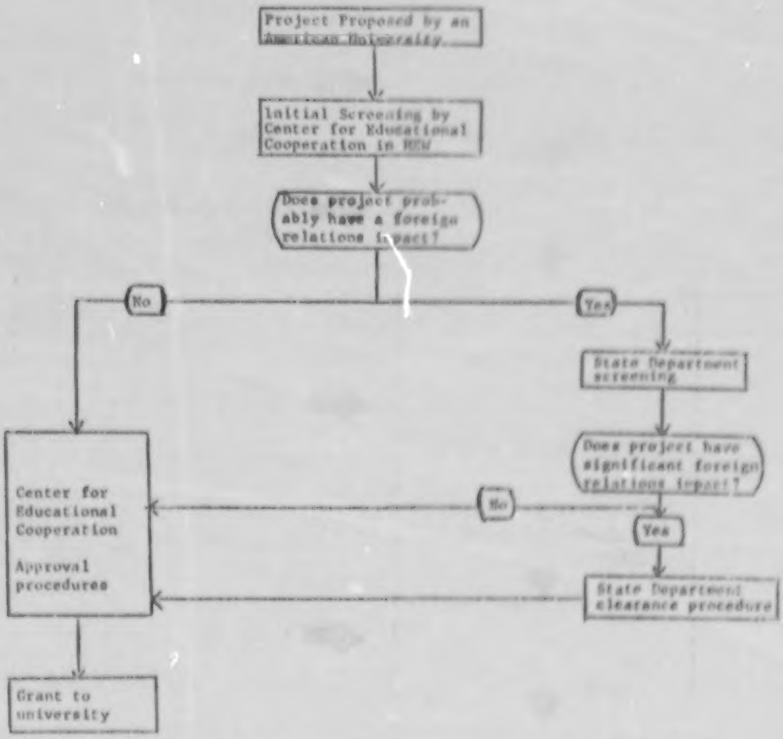
Flow Chart Setting Forth Hypothetical Review and Clearance Procedures in Coordinating Overseas Activities of Department of HEW with the Department of State


Project proposed by American University or College for Country "X"
Project Proposed
Project reviewed and approved by Department of HEW
Department of HEW Approval
Project reviewed by Bureau of Educational and Cultural Affairs' Country Desk Officer in consultation with Political Desk Officer and AID Country Desk Officer to insure project is consistent with foreign policy objectives and would not duplicate ongoing projects
Department of State Foreign Policy Approval
Project transmitted to American Embassy in Country "X" for final clearance
Final Clearance Overseas
Embassy approval transmitted through Department to Department of HEW
Approval Transmitted to Department of HEW
Department of HEW makes grant to institution
Department of HEW Makes Grant

FLOW CHART SETTING FORTH HYPOTHETICAL REVIEW AND CLEARANCE PROCEDURES

BY HEW AND STATE FOR

INTERNATIONAL EDUCATION PROGRAMS


Project Proposed by an American University
Initial Screening by Center for Educational Cooperation in HEW
Does project probably have a foreign relations impact?
No
Yes
State Department screening
Does project have significant foreign relations impact?
No
Yes
Center for Educational Cooperation
Approval procedures
State Department clearance procedure
Grant to university

Department of State Comments on Amendment No. 736 to S. 2874

Concerning the amendment (No. 736) proposed by Senator Javits, the Department has considered this carefully in accordance with statements made during the hearing on August 17, but is able to add little to the testimony given during the hearing. We have been unable to ascertain that providing a means for foreign nationals to exchange their currencies into dollars in the countries that would qualify under the amendment would increase to any appreciable extent the number of foreign students coming to the United States to study. However, if Congress authorizes this program as one for which disbursing officers of the United States may conduct exchange transactions involving United States and foreign currencies, the Department will make every effort to utilize such foreign currency transactions as a means of increasing the number of foreign students studying in this country.

We would recommend deletion of the proposed amendment (g) to section 104 of the Mutual Educational and Cultural Exchange Act of 1961, as amended, as being unnecessary since only currency exchange transactions, as distinguished from Federal expenditures, are being authorized. We would also recommend deletion of the first proposed amendment (g)(1) to section 104 of the Act as being unnecessary and perhaps objectionable to foreign governments. There might also be some inconsistency with our obligations under the Agreement establishing the International Monetary Fund which require, among other things, the avoidance of discriminatory currency practices.

> 1. What coordinating mechanisms, if any, will be established between State and the Department of Health, Education, and Welfare for the programs of international education covered by the Act and existing educational and academic exchange programs now administered by State under other authorities?

We intend to continue the frequent informal consultations with the Department of State which have been highly effective during the planning stages for this new effort by HEW in international education. With the President's appointment of the Council on International Education to advise the Secretary of HEW, we believe that coordination will be improved in a more formal way, both within government and between the private sector and government:

(a) The Advisory Council on International Education will be advisory to the Secretary of HEW and through him to the Director of the Center for Educational Cooperation. All members of the Advisory Council will be non-governmental. However, we have proposed that the Assistant Secretary of State for Educational and Cultural Affairs and the Secretary of the Smithsonian Institution have a standing invitation to attend all meetings [please see 12(c) of Senator Morse's questions to Secretary Gardner].

(b) The interagency Council on International Educational and Cultural Affairs is the principal coordinating body for Federal Government international educational and cultural programs. It is chaired by the Assistant Secretary of State for Educational and Cultural Affairs. In addition to State and HEW, membership includes AID, Peace Corps, USIA, and Department of Defense. The Smithsonian Institution and Bureau of the Budget send observers.

(c) The U.S. Advisory Commission on International Educational and Cultural Affairs is a public advisory group established under the Fulbright-Hays Act. One of its activities is to advise the member agencies of the interagency Council on International Educational and Cultural Affairs on matters of mutual concern relating to educational and cultural exchange.

(d) The Board of Foreign Scholarships is a legally constituted body for supervising the administration of educational exchange and related programs authorized by the Fulbright-Hays Act. HEW will continue past practices of joint consultation with the State Department with reference to Board awards for overseas study.

(e) Other committees which, from time to time, will be expected to consider the international dimensions of their areas of specialty are as follows. On each committee the State Department is represented by a representative of the Bureau of Education and Cultural Affairs:

(1) Federal Interagency Committee on Education (FICE), chaired by Assistant Secretary of HEW for Education;

(2) National Advisory Council on Extension and Continuing Education, chaired by the Commissioner of Education;

(3) Advisory Council on Developing Institutions, also chaired by the Commissioner of Education.

In summary, we will give serious consideration to the recommendations and ideas of all appropriate Federal agencies, and advisory and coordinating bodies, with the understanding that, except for the Board of Foreign Scholarships, their role is *advisory* to HEW in carrying out its statutory or delegated responsibilities.

With respect to educational exchange programs presently conducted by the State Department, HEW will continue, as in the past to communicate its ideas for these programs to the State Department through the interagency Council on International Educational and Cultural Affairs. In addition, we anticipate that there will be a free exchange of ideas between State and the Center for Educational Cooperation in regard to the exchange programs. Certainly it will be beneficial when planning for undergraduate programs under Section 4 of the International Education Act to take into consideration the entire spectrum of study-abroad programs presently offered our youth. It is conceivable that the Center for Educational Cooperation would, at State's request, undertake an evaluation of present programs for foreign students studying in this country and recommend ways in which they could be improved.

> 2. What will be the role of the State Department and its constituent agencies vis-a-vis the Department of Health, Education, and Welfare in its administration of the programs proposed under the pending legislation?

The answer to the first question indicated that the primary role of the State Department and the agencies that comprise it will be an advisory one. We will encourage the Peace Corps, AID, the Bureau of Educational and Cultural Affairs and other agencies engaged in overseas programs to communicate to us their estimate of the areas of greatest national need in the field of international education. However, these estimates of national need will be only one of many factors which we will take into consideration in determining how to distribute our grant funds, as we indicated in our responses to the questions asked of Secretary Gardner by Senators Morse, Prouty and Javits. The academic community—the universities and colleges—which will develop the programs will, of course, have the major voice in shaping the pattern of the centers.

For additional comments on this question please see earlier set of Senator Morse's questions to Secretary Gardner, especially question 4(k).

> 3. Could you supply for the subcommittee a description of the selection procedures, in-service training procedures, which will apply to the educational attache positions being created, together with an indication of the degree to which such functions will be subject to the Department of Health, Education, and Welfare policy findings? In the memorandum, it will be helpful if the operation of the educational attaché proposal could be compared and contrasted to the operation of the Foreign Agricultural attaché system as it now operates in the Department.

The Department of State and the Department of Health, Education, and Welfare have collaborated in the following manner in developing the position of Education Officer for service in our Embassies and Missions abroad:

(1) An interagency Task Force on which HEW was represented has developed selection criteria and standard job descriptions for the position of Education Officer. All appropriate agencies have approved these documents.

(2) A joint State/HEW task force is now in the process of developing a roster of potential candidates for the position of Education Officer.

(3) The Department of State is maintaining close contact with HEW as it proceeds in selecting the first eight diplomatic posts to which Education Officers will be assigned, and in preparing a tentative list of 22 additional posts for the second year of the program.

(4) The primary responsibility for training of Education Officers will be assigned to the Foreign Service Institute supplemented by the professional resources of the Department of Health, Education, and Welfare.

(5) Professional support will be provided by HEW, particularly on educational policy matters and facilitating the necessary linkage to the American academic community. However, the Education Officers will be a part of the Country Team under the foreign policy and administrative supervision of the Ambassador or Minister.

[Please see also our response to Senator Javits' 2(c) question included in the series sent by Senator Morse to Secretary Gardner on August 18.]

Our understanding is that the position of Education Officer will differ in several respects from that of the Foreign Agricultural Attaché, as indicated below. We believe that the Department of State is better able to provide a more complete analysis.

Comparison of Proposed Education Officer and Foreign Agricultural Attaché

APPOINTMENT

The Education Officer will be appointed as a Foreign Service Officer or as a Foreign Service Reserve Officer under authority possessed by the Department of State.	The Foreign Agricultural Attaché is appointed under the regular Civil Service by authority conferred upon the Secretary of Agriculture by the Agricultural Trade Development and Assistance Act of 1954.

SELECTION, TRAINING, AND ASSIGNMENT

The Education Officer will be jointly selected and trained by the Department of State and HEW, and will be assigned to overseas posts by the Department of State with the advisory concurrence of HEW.	The Foreign Agricultural Attaché is selected and trained by the Department of Agriculture, and is assigned to overseas posts by the Secretary of Agriculture with the concurrence of the Secretary of State.

SUPERVISION AND PROFESSIONAL DIRECTION

Education Officers will report to the Ambassador, will be a part of the Country Team and thus subject to Embassy policy. Efficiency reports will be made by the Ambassador.	Foreign Agricultural Attaché is part of the Country Team of the Embassy, usually assigned to the Economic Section. This involves responsibilities for coordinating his work with foreign policy requirements of the Embassy in addition to his responsibilities to Agriculture. An evaluation of performance rating is submitted by Ambassador for reference to the Department of Agriculture which accomplishes the efficiency rating. Technical policy back-up is provided by the Department of Agriculture.

4. During the hearings, I raised the question as to whether the language of the measure as it now is could: (a) support the funding of private bi-national or multi-national foundation proposals for the establishment of centers domestically; (b) in your reply could you further expand upon whether the language would also support the funding of graduate centers located abroad?; (c) with respect to undergraduate program strengthening, could, for example, a university which has made arrangements with a foreign university for the provision of a year abroad program of training for American students, include within those arrangements, under financial support from the proposed Act, funding for student domiciliary accommodations, or even classroom and laboratory expansion?

(a) Assuming that "domestically" means located in the United States, our answer is that if a private bi-national or multi-national foundation (if there are such organizations) were to seek assistance from HEW to establish a center which *it* would run independently, it would not qualify under either H.R. 14643 or S. 2874 as presently worded. However, if such an entity wanted assistance in order to make "an especially significant contribution" to a graduate center which was part of an American university community, that is, operated by a university or group of universities, grant monies could be made available under the language of H.R. 14643 provided all of the other criteria were met.

(b) Section 3 of the Act would support overseas centers which are an *integral part* of the graduate school of an American university. Several American universities already maintain overseas educational and research centers of various kinds, on the theory that when one is studying the culture or history of a foreign country much of the most important primary research and training can only be obtained in that country. We agree with that premise and will certainly give consideration to proposals for overseas centers, although, on the whole, we plan to place major emphasis on centers located in this country.

The present wording of the Act will not support overseas centers which are operated by foreign universities.

(c) Assuming the question is directed to whether funds under this Act could be used to support construction or building projects in foreign universities where Americans are studying under a program sponsored by this Act, the answer is that this is not our present intention. This is also the case, of course, with respect to construction or building projects in this country.

Provisions of the Act, in stressing improved capability of U.S. colleges and universities for undergraduate, graduate, and research activities on international topics, will stress assistance to institutional programs. Undoubtedly, study-abroad programs will be included, not for the purpose of assisting students directly, but, instead, to develop institutional program capability. As indicated in our response to Senator Morse's question 8(e) of August 18, such costs should constitute a small portion of an institution's program financed by the International Education Act. Further, our support would not be for direct student assistance but, rather, for the broader institutional program within which some study abroad may be an integral part.

5. During the course of the hearings, witnesses have commented on the desirability of making available for the purposes of the Act, access to blocked currencies in those countries where they exist for the use of faculty personnel engaged in field research or study. Could the Department of State

> comment upon its general position with respect to such proposals and further supply, as legislative service, language for the bill which would accomplish the intent, including language amending other statutes, if any, which now preclude such utilization of soft or blocked currencies?

We believe adequate authority exists subject to the provision of funds by the necessary Appropriation Acts.

Please see also our response to questions 10(a) and (b) from Senator Morse to Secretary Gardner in the original list submitted on August 18.

> 6. What additions to the language of Section 6 of H.R. 14643, in the view of the Department, need to be added to assure that neither openly nor covertly could money authorized under the Act be used for the funding of any activity or program falling within the province of the CIA or other intelligence operations of the Federal Government?

We do not believe that language to this point is required. Our reply to question 5(d) in the first set of Senator Morse's questions speaks very clearly to our intent in this area. That reply is quoted here for your convenience:

"No research supported by funds under this Act will be classified or in any other way kept confidential. The graduate centers funded under Section 3 will be an integral part of the university which establishes them. Once the program for a center has been approved and the money allocated to the university, the center will operate under university regulations. As with other graduate centers, individuals doing research or studies will publish their works through the university or other press. We are well aware that the universities of our country favor widespread exposure for all scholarly works.

"It is a basic requirement of the Section 3 program that the work of the centers help to enrich the general body of knowledge about the subjects to which they are devoted. Support could not be given to establish a center when studies were being conducted for groups that denied the right to open publication. After a center was established, the presence of work denied the right to open publication would require thorough review. Unless prompt corrections were made, support would be withdrawn from the center. Such procedures will be clearly set forth in the process of evaluating and acting upon proposals.

"In addition, it is now the official policy of the Office of Education to prohibit the copyrighting of any materials produced through research which it assists.* Requiring that such materials be placed in the public domain applies to the products of research activity which are either wholly or in part financed by OE grants or contracts. Significant revisions of public domain material can, however, be copyrighted. Nevertheless, the original research remains in the public domain. The Department will follow the same policy with regard to all research substantially and directly financed under the International Education Act."

> 7. Would the Department provide the subcommittee with an organizational chart, supplemented by job descriptions, which would show the interrelationships within the Department of State of those positions which would touch upon the administration of the proposed legislation were it to be enacted? A flow chart setting forth review and clearance procedures to be followed in coordinating the work of the Department of Health, Education, and Welfare in the areas covered by the proposed legislation, both domestically and abroad, would be most helpful.

We believe that this question is directed specifically to the Department of State. HEW would like to reaffirm, however, our previous statements that there has been close communication, formal and informal, between our two Departments, and that there will continue to be through such mechanisms as the Advisory Council on International Education and the Interagency Council on International Educational and Cultural Affairs. (Please see questions 1 and 2 of this series for detail.)

> 8. In the event that the subcommittee deems it advisable to structure into the bill on Advisory Council, one of whose functions might be the establishment of equitable ground rules covering consideration of applications submitted under both Section 3 and Section 4, what would be the

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*The official notification of this policy was contained in the Federal Register, July 28, 1965: "Notice is hereby given of the following Statement of Policy of the Office of Education: Material produced as a result of any research activity undertaken with any financial assistance through contract with or project grant from the Office of Education will be placed in the public domain. Materials so released will be available to conventional outlets of the private sector for their use." (See attached article.)

position of the Department of State as to the most desirable composition of such a Council? What government agencies, if any, would the Department feel it important to have represented? What private sector groups, in the view of the Department of State, could contribute helpful advice and suggestions through participation in the work of the Council? How large should a Council be?

As indicated in our response to question 12(c) of the group submitted to Secretary Gardner on August 18, HEW would have no objection to an amendment to the bill under consideration which would provide for the Advisory Council on International Education called for in the President's Message of February 2, 1966. It is our understanding that the Department now has the authority to provide for such a Presidentially-appointed Council. Accordingly, we have been taking the appropriate administrative steps, in consultation with the White House, so that we may have an advisory body which can be called together quickly to assist us in developing guidelines and criteria for the administration of the International Education Act and other key functions of the Center for Educational Cooperation.

Our recommendation is that this be a non-governmental council of 21 members, composed of outstanding leaders of American education, science and the arts, business, labor, the professions, and philanthropy. We also propose that the Assistant Secretary of State for Educational and Cultural Affair and the Secretary of the Smithsonian Institution be given standing invitations to attend all meetings as official observers.

In addition, the chairman of the Council should be free to invite on occasion other individuals from the private sector or government who are concerned with international education.

9. In the germination of the proposal, what advice, if any, was sought from the Smithsonian Institution? Does the Department feel that the Smithsonian could or should play a role in the further development of the proposal?

(a) The Smithsonian Institution contributed to the development of the recommendations which led to the President's Message of February 2, 1966, which included as two of its points the proposal for strengthening the international dimensions of graduate and undergraduate programs in the colleges and universities in this country.

(b) We intend to seek the advice of the Smithsonian Institution on a continuing basis through a variety of methods:

(1) We intend to issue a standing invitation to the Secretary to attend all meetings of the Advisory Council on International Education as an official observer.

(2) We will expect the Director of the Center for Educational Cooperation to consult with the Secretary on an informal basis from time to time.

(3) Additional consultation will take place during the meetings of the interagency Council on International Educational and Cultural Affairs chaired by the Assistant Secretary of State for Educational and Cultural Affairs. It is expected that the Center for Educational Cooperation Director will attend those meetings. The Secretary of the Smithsonian Institution now attends as an official observer.

(4) We fully support the provision in Section 5(b) of H.R. 14643 which authorizes the Secretary of HEW to "utilize the services and facilities of any agency of the Federal Government and of any other public or nonprofit agency or institution" in administering the provisions of this legislation.

The Smithsonian Institution is both public and private. Its unique role to "increase and diffuse knowledge among men" will provide a most valuable source of advice and assistance to HEW in planning and carrying out the objectives of the International Education Act. Further, with respect to developing graduate centers under Section 3 of the Act, undoubtedly the academic community will continue its historic consultation with the Smithsonian Institution.

10. As the measures are now written, could the Smithsonian participate under Section 3? If it cannot, could the Department as a legislative service supply language enabling the resources of this agency to be utilized?

Under Section 3 of S. 2874, grants may only be made to institutions of higher education (including combinations of such institutions). Under sections 3(a) and 4(a) of H.R. 14643 (as passed by the House) grants could also be made to "public and private nonprofit agencies and organizations . . . when such grants will make an especially significant contribution to attaining the objectives of this section." The House language, therefore, would permit participation by the Smithsonian Institution. We prefer the House language.

The Library of Congress, a Federal institution which would not be eligible under either the House or Senate language of the International Education Act, may well have important contributions to make to the functioning of the proposed legislation. If the Congress should desire to make the Library of Congress eligible for grants, then:

In S. 2874, on page 2, line 17, insert the following new sentence as the second sentence of Section 3(a): "The Secretary may also make grants for the same purposes to the Library of Congress."

In H.R. 14643, on page 3, line 2, after "scholarly associations" insert "and the Library of Congress."

11. In the view of the Department, under the language as it is now written, what subject matter graduate disciplines in higher education would be excluded from participation under Section 3?

We believe our responses to Senator Morse's question #3 submitted to HEW on August 18 are related to this question. The substance of our response follows:

"Section 2 sets forth the broad objective of expanding U.S. academic capabilities in all areas of knowledge pertaining to other countries, peoples, and cultures. We do not exclude any areas from potential inclusion in graduate or undergraduate programs. We hope to see across-the-board representation which will encompass—in one program or another—the humanities and sciences, the fine arts, the applied sciences, and professional education.

"The language of the Act will encourage administrators and faculties to examine the international aspects of most disciplines and to pull these together into a coherent program that fits both the educational purposes of the institution and the purposes of the Act. Only when we have a program to review can we make the decision that certain academic areas as used in an individual program are inappropriate and should be excluded. Abstractly, it is impossible to say that certain areas are improper for International Education Act programs. The propriety of a given area can only be determined in the context of a fully thought out program.

"For example, consider the subject of religion. If the program of a given college were to include course offerings in the Philosophy or Humanities Department which presented a survey of the world's major religions, we would have no objection if it were part of a sound overall program. However, we would not approve any program which included training for the religious professions. We are firmly committed to observing the recent Congressional prohibitions against the support of any program which is 'specifically for the education of students to prepare them to become ministers of religion or to enter upon some other religious vocation or to prepare them to teach theological subjects.' (See Section 401(a)(1) of the Higher Education Facilities Act of 1963; Section 403(d) of the National Defense Education Act of 1958, as amended, Section 2(b) of the Act of July 26, 1954, as amended (Cooperative Research Act); Section 302(a) of the Higher Education Act of 1965; etc.)"

12. In the development of the proposal, what consideration was given to the establishment cost per graduate center, the optimum number of such centers, and the annual operating expenditures of those centers which it is anticipated would be established within the decade?

Until HEW has had experience beyond the first planning year, an estimate of annual costs and the optimum number of centers during the coming decade would have little real reliability. Answers to Senator Morse's questions 4 (a), (b), (e), and (f) provide some current estimates for the next few years.

In questions 4(a) and 4(b), we look to a goal of 100 institutions of higher education, either singly or in consortium, engaged in Section 3 Centers for Advanced International Studies over the three-year authorization of the Act. In 4(e) and 4(f), we indicated that costs for establishment per center will vary widely from as little as $25,000 to as much as $500,000 depending on the current state of development of their program.

13. In the view of the Department, what centers for study of geographical areas of the world should be given priority of establishment under Section 3? In priority order what recommendations would the Department make as to the conceptual fields which should be established in centers of excellence within the next three years—within the decade?

We will depend very heavily on the Advisory Council to develop recommendations for priorities based on their wide expertise and full study. We will also be pleased to have any advice which the Department of State is prepared to offer concerning priority geographic and conceptual areas to guide us and the academic community during the first planning year and ensuing years.

14. What coordinating mechanism, if any, does the Department feel should be established between and among the types of graduate centers proposed under Section 3?

To the extent that any kind of coordinating mechanism is necessary, HEW's Center for Educational Cooperation will fulfill that function. It will serve as a clearinghouse for information concerning the total range of our national effect in international education. It will make available to the public information as to the research and studies being conducted by the centers and by other graduate units concerned with international matters as well as general descriptive information on the centers. In this way an individual—whether or not he is associated with another center—who is interested in obtaining information on a given subject can find out from the Center for Educational Cooperation where the most significant work on that subject is being done.

As in other areas of knowledge, the centers will undoubtedly be aware, through publications and professional ties, of work related to their own which is being conducted at other centers. Not to be overlooked is that the language of the Act, and of previous testimony, strongly encourages cooperative arrangements between colleges and universities. We believe that the provisions of the Act will stimulate various forms of university consortia, a step most necessary to guarantee quality and economy of effort.

In addition, as under the Title VI NDEA program, we plan to call Center directors together from time to time to share ideas and to advise the Center for Educational Cooperation on how it might be of greater assistance to the Centers.

15. Does the Department regard the graduate students attached to the Section 3 centers as a potential recruitment source for its own operations, or for the operations of agencies such as AID?

We believe our answer to Senator Morse's Supplemental #3 question may respond to this question. That answer follows:

"IEA is not a manpower training act for overseas service. Rather, the Act's basic objective is to strengthen our institutions of higher learning in international studies and research in order to develop an informed and educated citizenry prepared to understand and cope with the awesome problems of today's world. As President Johnson said in his remarks last September at the bicentennial celebration of the Smithsonian Institution: 'Ideas, not armaments, will shape our lasting prospects for peace.'

"A by-product of this Act, of course, would be that *in the long run*, more Americans will have had an educational experience which has prepared them for effective participation in international activities, whether for the U.S. Government, private industry, multilateral organizations, or at the request of foreign governments or institutions. But this is true of *all* good educational programs and is not a peculiar product of the IEA.

"In short, the purpose of the proposed Act is to educate Americans at large, not to provide the specialized manpower needed by particular Federal agencies."

Senator MORSE. Senator Yarborough?

Senator YARBOROUGH. I concur in the statement of the distinguished chairman.

AUTONOMY OF UNIVERSITIES

Dr. Frankel, this is, I will say, a very inspiring statement. I am glad to see reiterated over and over here your thought that it is the purpose of education that we should be using colleges and universities as a resource in developing our people and the strength of our nation, but they must not be permitted to compromise, you say, "their integrity and independence" because of the fact that they are building a stronger nation. I think that is the way we build a stronger nation, by these universities and colleges maintaining their integrity and independence as centers of learning and research.

I concur in your statement and your objectives and think it very fine.

Mr. FRANKEL. Thank you, sir.

Senator YARBOROUGH. I have no questions.

AMENDMENT NO. 736

Senator MORSE. I think that Senator Javits would like to have any comment you may wish to make this morning and fuller comment in writing later concerning his amendment which is known as amendment 736, which I asked a question about when Secretary Gardner was on the stand. It is an amendment to provide for the strengthening of American educational resources for international studies and research and proposes that there be added into the bill—I have already had the amendment inserted in the record and I am going to insert in the record a press statement to be released in regard to the amendment under date of August 10, 1966.

(The document referred to follows:)

[From the office of Senator Jacob K. Javits, Aug. 10, 1966]

JAVITS INTRODUCES "EDUCATION FOR PEACE" BILL TO ALLOW MORE STUDENTS FROM LESS-DEVELOPED NATIONS TO ENTER U.S. COLLEGES

Senator Jacob K. Javits today introduced legislation designed to expand the opportunities for students from less-developed countries to study in U.S. colleges and universities.

The legislation would amend the International Education Act of 1966, authorizing the U.S. Government to accept foreign currencies from qualified students and teachers from less-developed nations with currency conversion problems to enable them to study in this country. The currency exchange would only apply in less-developed, friendly countries where the U.S. does not hold a surplus of local currencies.

Under present conditions, this would include all friendly Latin American countries and all developing Asian and African nations except the following: Burma, Ceylon, Republic of the Congo, Guinea, India, Israel, Pakistan, Tunisia and the United Arab Republic.

The legislation would authorize the use of $10 million the first year, and $15 million the second year for this purpose.

In remarks prepared for delivery in the Senate, Senator Javits said:

"This proposal would supplement the educational exchange program under the Mutual Educational and Cultral Exchange Act of 1961 (the Fulbright-Hays Act) which presently brings between five and six thousand students into the United States annually on a scholarship basis at a cost of some $18 million a year. Under my amendment, U.S. funds would not be used to finance the education of these foreign students but rather would be employed to enable them to exchange their foreign currency for dollars in order that they might be able to finance their own education or use local scholarship money for study in this country. Thus, my amendment will enable U.S. colleges and universities to increase their export of knowledge.

"An exchange limit of $3,000 annually is set for each student, which is generally in line with the estimated average cost of $2,600 for a school year in a non-public U.S. college or university. For the first year of the program's operation, $10 million of U.S. currency would be made available; $15 million is authorized the second year. Thus, an estimated 3,300 students would benefit from the program the first year and 5,000 the second year.

"Last year, 82,045 students from 159 countries and territories attended more than 1,000 colleges and universities throughout the United States. Of this number, 37% were studying on their own resources and only 7.2% received their tuition from the United States Government; the remainder received aid from their own governments or from private sources, including U.S. colleges and universities themselves. Since many nations still retain various forms of currency exchange control, this is a remarkable record.

"But the numbers of such students—many of whom are destined for leadership in their home countries—could be appreciably increased if the U.S. made a policy commitment to accept foreign students whose homelands have currency conversion difficulties. We do much the same thing in sales of food abroad under our Food for Peace program.

"This is, in effect, an Education for Peace program, exporting the knowledge of our colleges and universities rather than the harvests of our fields and farms.

"The United States should be encouraged in its own efforts to attract foreign students by the serious problems the Communist nations are having with their programs. Many Africans studying in both the Soviet Union and Communist China have complained of racial discrimination, restrictions on academic freedom, politically-oriented rather than professionally-oriented courses and heavy-handed attempts at proselytizing. We have a chance to do much better by providing an increased number of foreign students with an opportunity to observe and absorb within the United States the meaning of freedom in thought and in the practice of daily American life as well as providing a thorough grounding in the skills which are so needed for advancement abroad."

Senator MORSE. This question will be submitted to you for written answers later. Do you wish to make any comment on it now?

Mr. FRANKEL. Yes, sir. I did give it some study and I would like to give my first reactions to it.

As I understand the amendment—whose actual wording I have not seen—the amendment would first permit the U.S. Government to accept foreign currencies from qualified students and teachers in certain less developed nations that have currency-conversion problems.

Second, this amendment would apply only in friendly, less developed countries where we do not hold a surplus of local currencies. There would be an exchange limit of $3,000 annually for each student and the request is that $10 million be authorized for the first year and $7 million for the second year, to accommodate 3,300 students in the first year and 5,000 in the second.

This amendment would constitute a policy commitment for the U.S. Government to accept foreign students whose homelands have currency difficulties and it would supplement the educational exchange program under the Fulbright-Hays Act and would not require U.S. funds for financing the education of foreign students in this country.

Now, Mr. Chairman, this amendment, as you know, has only recently been called to our attention and we have not had a chance for full study. But our first reactions I would like to state to you.

AMENDMENT NO. 736; BALANCE-OF-PAYMENT PROBLEMS

First of all, the proposal could adversely affect the balance-of-payments problems of friendly governments. From this point of view, as a diplomatic and as a political matter, the Department of State would wish to consult with other governments and get their approval before exchanging dollars for foreign currencies for this specific purpose.

Secondly, if we did this, it is not clear in what way it would be better for the student to turn to the United States rather than to his own government for the conversion of his currency into dollars. Since we are getting the agreement of the government to permit this to happen, it is not plain why the foreign students should come to our embassies rather than to their own governments for this purpose.

INSTALLMENT PAYMENTS OR LUMP SUM

Thirdly, from an administrative point of view there are some problems. We would probably wish to extend credit to the individual student at American universities, or arrange for installment payments of the dollars, rather than make a lump-sum conversion. This would be desirable in order to insure proper use of the currencies received. This runs into problems like fluctuating exchange rates, et cetera, which could cause difficulties.

Fourth, and I think this is important in understanding the proposed amendment, we are not really dealing here, as I understand it, with an appropriation to finance the U.S. Government's operations, but really with a brokerage or banking transaction. No expenditures are involved. If such a proposal went forward, therefore, it could be misleading, I think, to treat it as an appropriation or budgetary item for financing Federal operations.

The proposed amendment, therefore, would seem to be one on which the Treasury Department should also comment.

Now, I would like to say——

Senator MORSE. May I interrupt just a moment? I want counsel to take notice of this last comment of Dr. Frankel, that the memorandum be addressed to the Treasury Department for their comments. I think you are right.

(The information requested of the Treasury Department appears on p. 607.)

PROBLEM ADDRESSED BY AMENDMENT NO. 736 NOT GRAVE

Mr. FRANKEL. Finally, sir, we are, of course, in the Department of State, certainly interested in expanding international educational exchanges. We welcome all proposals, like this one, which seem likely to increase the flow of students between our country and other countries. If arrangements of this sort should prove helpful in advancing this flow, we would take a very affirmative view of them. However, we are not aware that the problem to which this amendment is addressed is a grave one.

In 1965 some 40,000 foreign students out of a total of 82,000 or more were in this country on their own resources and they did not appear to have had great trouble in obtaining dollars. While the total of self-supporting students might be increased through this proposal, it is hard to estimate the extent of the need for this kind of facilitation, or of the demands that might be made on it, until the service was offered.

Therefore, it is not possible for me to say whether or not the sum of $10 or $15 million, as mentioned in the proposal, is too much or too little.

Those are my present comments, sir.

Senator MORSE. I am very glad to have them. When you get the list of questions, one of them will deal with this. You may add anything further that further study of the memorandum seems to call for.

INDIA PROJECT

Would you tell the subcommittee what the present status is of the recently proposed project with India to develop higher educational programs there, in which there was to be some use of Government currency?

Mr. FRANKEL. Yes, sir. This proposal was made for an autonomous binational foundation in India. This ran into criticism from some Indians. I do not know whether it represents a majority or not. But it ran into criticism, and we have to go slow on it because we want to mistakes about the character of this foundation. It is not to be a way in which the United States controls or infiltrates the Indian educational system. It is to be something run binationally in the interests of education, and in the interests of education in the purest sense. If there are doubts at this moment in India about this, we are not going to push it.

However, the proposal is still there, and when the Indian Government is ready to consider it, we are ready to go forward with it very affirmatively.

Senator MORSE. I thought it was a very fine proposal. I, too, noted the concern that was expressed by some in the Indian Government. But it was my understanding, and you correct me if I am mistaken, that although it was a binational institute program, there was no administrative provision that would in any way deny to the Indian officials the administrative control of the institute once it was established. Am I wrong about that?

Mr. FRANKEL. We were proposing, sir, a private foundation. Within those terms, yes; what you say is quite true. That is to say, the Indian Government would not be directly administering the foundation.

Senator MORSE. Nor would our Government?

Mr. FRANKEL. Nor would ours. Right, sir.

Senator MORSE. It was not a governmental setup.

Mr. FRANKEL. Correct. It would, of course, sir, operate under the laws of India.

Senator MORSE. Well, of course. We maintain no administrative authority over it; we could not determine its policies, the research policies, itself.

Mr. FRANKEL. That is correct, sir.

WOULD BINATIONAL INSTITUTES BE ELIGIBLE FOR GRANTS?

Senator MORSE. Of course, it would be possible, would it not, under the development of the international educational provisions of this act, to give support to similar binational institutes in other countries?

Mr. FRANKEL. I do not believe that is within the intention of the act as it was conceived originally, sir, because I think all of these authorities go for the strengthening of American institutions.

Senator MORSE. Well, the reason for my question, supported by counsel, is that under the House amendment, nonprofit institution programs are permitted under the House bill.

Mr. FRANKEL. That is true, sir, but I am not sure what the status of—well, I think the American University of Beirut, for example, would be a candidate. But whether a binational foundation established under the laws of India would be, I would have to ask my counsel, sir. I do not think so.

Mr. Teal?

Mr. **Teal.** I am not familiar with this position by the House. I cannot speak with authority on it, Mr. Chairman.

Senator **Morse.** Mr. Counsel, be sure that Dr. Frankel gets a question on this. It is my understanding that this bill permits a pretty broad latitude in developing programs abroad, be they binational or be they nonprofit institutions in a foreign country, the limitation of our evaluation of them is simply a factual determination as to whether or not the program in the educational field is one which administrators of our program here think ought to receive some support from us.

If we decide that that kind of institution or program and it is nonprofit or binational and nonprofit in nature, there are no restrictions in the bill which would prevent our working out an agreement with that country for their support.

Mr. **Frankel.** I would like to take that question under study, sir. I do think that my colleagues in HEW should take the lead in answering that question. But we will submit an answer to it, too.

UNESCO

Senator **Morse.** Counsel says that—it will probably expand our questions to both—but this is inherent in the question I read with regard to UNESCO.

Mr. **Frankel.** Yes, sir.

Senator **Morse.** Well, at least, we have raised the point and you see the concern that we have about it and you give us any additional information which you may have.

Mr. **Frankel.** If I might say so, this is an operational answer. That is only part of the answer but it is relevant. Our universities are, of course, engaged on their own as free institutions in cooperative activities with other universities in other countries or with international organizations, perhaps, like UNESCO. And, of course, it is very plain that the act could empower them and strengthen them to do more of that. Working through our universities is your point, I think, and there is no question about it. But we will have to study whether or not the question of direct grants to foreign organizations comes under the authority of this bill.

Senator **Morse.** Senator Javits, I did not know you were coming back. I took the liberty of asking Dr. Frankel to make comments on your amendments. He did discuss it. It is in the record, but I am afraid that in your presence, he will have to summarize his point of view again.

I did ask him to give me a more detailed memorandum after he has submitted your amendment for further study. He has pointed out that it was recently introduced and they have not had an opportunity yet to analyze it in Department but he did have some preliminary tentative judgments in regard to it.

Senator **Javits.** I would say, I shall not repeat and I am very grateful to Senator Morse for having asked the question. But I would like to make two points, Mr. Chairman.

One is, I hope we will, as a subcommittee, ask the Treasury to give us the necessary view, though the amounts are not very great.

Senator **Morse.** I have already asked counsel to send such a request to the Treasury.

WOULD AMENDMENT NO. 736 ENCOURAGE FOREIGN STUDENTS TO COME TO U.S.?

Senator JAVITS. Secondly, may I ask you, Mr. Secretary, if you would, through the people who handle accounts of international exchange which is in your office, try to get us some concept of whether there is likely to be an increased demand which would be encouraged by this education-for-peace idea. Because I think, really, that that is what we have in mind. If it can be encouraged, I know a few things that are no more helpful to us to educate here the leaders of the countries with which we will have to deal, especially the countries which will have currency suitable for these purposes, the underdeveloped countries, the so-called soft-currency countries. There is not a great deal involved and it could have a great deal of repercussion.

I might tell the Secretary the two things troubling me. One is that somehow or other, the Russians seem to do much better at this than we in the sense of the number of students they are educating and training from the satellite and other Communist countries. They have a university, as the Secretary knows, in Moscow which is devoted exclusively to this purpose. The other thing that worries me is, I have had a good deal of contact with the so-called overseas Chinese. I must say, that is quite a pull on them to send their children back to Communist China for education.

As a matter of fact, it has called for enormous competition on Taiwan and again, here is another indication of the fact that we are far behind, I think, in the race to bring young, promising people into our educational orbit.

So this was just another way, another thought, as to what could be done, largely inspired by the relatively small number of students from aboard who study here with any kind of hely from the United States. As a matter of fact, with any kind of help from anybody, even their own conutries. That is the whole, the net of it. As the chairman commented, my assistant tells me, and I wish it had originated in the Department, it would have been much easier for me, and you fellows could say you are through with it. But it did not. It originated essentially with my staff, not even with me. I think it is a very good idea and I would very much like to see something done with it.

Mr. FRANKEL. May I comment, Mr. Chairman?

Senator JAVITS. Please.

Mr. FRANKEL. I haven't the slightest disagreement, as you know, Senator. In fact, I am in support of increasing the flow of students to our country and from our country elsewhere, because we must be educated, too. We must get into other people's educational orbits, not only bring others into ours.

COMPETITION WITH U.S.S.R. FOR FOREIGN STUDENTS

As far as competition with the Soviet Union goes, I think you do have a point, but I think we can be quietly confident. The reports on the results of the educational enclave in Moscow are not encouraging from the Soviet point of view. But I do agree with you that we must find every way possible of increasing educational exchanges with the

United States. This may very well be one such way to do it. I would like, however, to submit for the discussion such statistics as we have. They are very brief, and indicate the kind of issue we are facing.

I would emphasize, Senator, that when we discuss the educational exchanges of our Nation with other nations, we must discuss the exchanges of the Nation, not of the Government. Because the private sector is a very much larger part of this activity, as it should be. I do not think the Government does enough, frankly, but I always hope it will be a junior partner in the enterprise.

STATISTICS ON FOREIGN STUDENTS IN UNITED STATES

The statistics I am going to give you are based on official records insofar as the number of U.S. Government-supported academic students is concerned. The rest of the statistics are based upon an unofficial survey, published by the Institute of International Education, which was based on a poll of foreign students. So we do not know quite what kind of information they got, and indeed, some 13,000 students did not answer. But given those considerations, here are the statistics.

I am talking about 1965. The U.S. Government-supported students, 10,149; 4,300, roughly, by the State Department and 5,500 roughly, by AID. Foreign government supported, 3,940, or 4,000, say, self-supported, 31,000. More than one-third of the total are self-supported.

U.S. college and private support, where our private institutions are giving support, 2,100. Combinations of U.S. college and foreign government support, 803. Private support—that means from our foundations and the like, 7,400, roughly. Private and foreign government, 550. Then some 13,000 who did not give us any answers.

Senator JAVITS. So what is the total?

Mr. FRANKEL. I think the total number of students we have in the country is roughly 90,000, sir, 85,000 to 90,000. So one-third are self-supported right now.

Senator JAVITS. More than one-third—oh, 31,000.

Mr. FRANKEL. Yes, roughly one-third.

Senator JAVITS. It is the largest single bloc?

Mr. FRANKEL. By far.

Senator JAVITS. Well, I will tell you, we will ask the International Education Association to give us a critique of this. What I had in mind from the State Department was perhaps a little sounding of the desks; of the African, Latin American, and Asian desks, might produce some interesting information.

Mr. FRANKEL. We shall be very glad to do that.

Senator JAVITS. I gather you are sympathetic to the idea?

Mr. FRANKEL. Yes. I would add, Senator, that I have been in the State Department for about a year and I am still not convinced that it is the source of all good ideas.

Senator JAVITS. You are very kind. Senator Morse has had his share of them. I am aspiring to make a good record in that regard.

Mr. FRANKEL. We shall do our best to comment on this, sir, and give you information.

Senator MORSE. I must say I am very enthusiastic about the objectives Senator Javits has in mind in his amendment. I hope it could be worked out.

You mentioned in your testimony the American University in Beirut. It conceivably could be made a part of this program. I think it is very important that it be made very clear in the language of this bill, I say to Senator Javits, that it permits developing educational aid programs to universities not only in the United States but to universities elsewhere. The American University of Beirut is one. But as chairman of the Committee on Latin American Affairs, let me say that I think it is very important that we try to use a vehicle such as this bill, modified, probably, where we can be of greater assistance to educational institutions in Latin America.

UNIVERSITY OF THE AMERICAS

You are familiar with the interest I have had for some years, but I thought it would offer us an opportunity for a pilot plant educational institution in Latin America, with an institution in Mexico City, which I think now has become renamed, is called the University of the Americas. It was an American university sponsored and financed in Mexico City. But a problem as far as our aid program was concerned was that most of the student body were American students in Mexico or American students from the United States that went to Mexico, and the percentage of Mexican students was not very large. The reason it was not very large, the primary reason, was because you could not get the scholarships to make it possible for the Mexican students that were clamoring to go to be admitted to the institution. We have made some progress, as you know, in alleviating the situation. But we have a long, long way to go.

SUPPORT TO INSTITUTIONS IN OTHER COUNTRIES

I would be hopeful that under this international education program, and I only use this as an example, that we could select various institutions, not only in Latin America but elsewhere in the world, and implant some of the programs in those institutions that would be carried out in institutions here at home. I want to help our institutions here, but I wonder if we are not missing a great opportunity here in this bill not to enlarge it so that we can come on in and give support to institutions in other countries. That is why—and particularly in soft-currency countries. That is why I raised the question about the present status of the binational institute program that we are willing to cooperate with in India.

The Secretary has already testified, Senator Javits, that they will cooperate with it but there has been raised in India certain objections, within India.

But I wish you would give some thought to the point that I am now making, where we can come to the assistance of some of the institutions already in being such as this university in Mexico City and the American University in Beirut and others, where they seem to me to offer at least the foundation pillars abroad for building an educational bridge between our country and other countries that will increase the educational travel between our country and other countries in which such institutions exist.

Senator JAVITS. Will the Senator yield?

Senator MORSE. Yes.

EXTENSION OF NDEA TO COVER STUDY ABROAD

Senator JAVITS. Only the GI bill allows us to extend student loans—only under the GI bill can we extend to students who study abroad treatment which we afford to students who study at home. I think that it would be well worth our while, and I think it would be of enormous benefit to institutions like those both the chairman and the witness have in mind, if we consider, and it is all in our committee, making available some of the advantages that the students have here, the students who study abroad, under suitable permissions and controls; in other words, that an acceptable program pursuit abroad could qualify, for example, for NDEA loans, for doctors, loans under the Medical Professions Act, and so on. I think we ought to look into that very carefully.

Mr. FRANKEL. Are you talking, sir, of American students or foreign?

Senator JAVITS. American students. That is what the chairman is talking about.

Senator MORSE. I am talking about both. I am talking about getting some help, for example, for qualified students in a given country who cannot come here and go to school there, to offer them a limited opportunity under some American program, to enter these institutions abroad.

Senator JAVITS. Why do you not, Mr. Chairman, because we have to quit now, suggest that they take that up with HEW, put your heads together and see what you can come up with. This would be a suitable vehicle.

Mr. FRANKEL. Well, sir, I might point out that under the Fulbright-Hays law, we do a lot of that now, and we are limited partly by the origins of that law, which began as a way of spending foreign currencies—we still have high foreign currency requirements—and partly by the limited size of the appropriations. But we will be happy to pursue it with HEW. Under Fulbright-Hays, which I know you had so much to do with, Senator, I know there is a broad authority to do this now. The real question is funds and declarations of policy.

Senator MORSE. Thank you very much. We are pleased with your cooperation.

We stand in recess until Friday morning at 10 o'clock.

(Whereupon, at 12:15 p.m., the subcommittee was recessed, to reconvene at 10 o'clock on Friday, August 19, 1966.)

INTERNATIONAL EDUCATION ACT

FRIDAY, AUGUST 19, 1966

U.S. SENATE,
SUBCOMMITTEE ON EDUCATION OF THE
COMMITTEE ON LABOR AND PUBLIC WELFARE,
Washington, D.C.

The subcommittee met, pursuant to notice, at 10 o'clock a.m., in room 4221, New Senate Office Building, Senator Wayne Morse, chairman of the subcommittee, presiding.

Present: Senators Morse (presiding), Yarborough, Prouty, and Dominick.

Committee staff present: Stewart E. McClure, chief clerk; John S. Forsythe, general counsel; Charles Lee, professional staff member, and Roy H. Millenson, minority clerk.

Senator MORSE. The hearing will come to order.

This is the second day of hearing of the subcommittee on the international education bill.

We will start with the public witnesses this morning. Unfortunately, because of the time schedule of the committee, I must limit each witness to 10 minutes, but their full statements will be inserted in the record, and I hope they will use their 10 minutes to summarize their statements.

I am going to give the honor and privilege to the Senator from Colorado, Mr. Dominick, to present to us the first witness, the dean of the Graduate School of International Studies of the University of Denever. Senator Dominick.

Senator DOMINICK. Thank you, Senator Morse.

Dean Korbel is well known in the educational field. If Dean Korbel and Dr. Vincent Davis, the associate professor of the Graduate School of International Studies, will come forward I think we can start out.

I appreciate the courtesy of the chairman in permitting them to appear out of order. Unfortunately, I have to leave at 10:30 at the latest. So it is most appreciated, Senator Morse.

Senator MORSE. I am glad to accommodate you.

Senator DOMINICK. I would like to say, Mr. Chairman, that Dr. Davis and Dean Korbel have discussed this bill with me before, and they are highly enthusiastic about the idea and the theory of it. And I am looking forward to their testimony, because I know how highly skilled and dedicated they are in this field. It is a pleasure to welcome them to the committee.

Senator MORSE. Dean Korbel and Mr. Davis, we are delighted to have you. You may proceed in your own way.

STATEMENT OF JOSEF KORBEL, DEAN, GRADUATE SCHOOL OF INTERNATIONAL STUDIES, UNIVERSITY OF DENVER, DENVER, COLO., ACCOMPANIED BY DR. VINCENT DAVIS, ASSOCIATE PROFESSOR

Mr. KORBEL. May I be permitted to say at the outset that my statement is the result of the composite thinking of the faculty of the Graduate School of International Studies, University of Denver, which for years has been professionally committed to studies of international problems and which has given careful attention to the proposed International Education Act of 1966.

It has been said before but not often enough that no democracy can function effectively without enlightened public opinion. Failure or success of a democratic government depends ultimately on the degree of knowledge, of maturity of judgment, and active interest of the public in national and international affairs. Knowledge and search for truth have served as a unifying element, as a factor of strength when a nation has been confronted with situations paramount to its existence and its future. Ignorance, on the other hand, has always been a cause of division and weakness, opening doors to demagogy and ultimate destruction.

This truism, accepted by all politically thinking individuals as a safe assumption of their political philosophy, is even more imperative in our evaluation of the world scene. On the national scene, the life of a democratic society is undergirded by commonly accepted and respected principles; it develops under a protective shield of law and order, open as it is to the demands of time, to evalutionary changes.

KNOWLEDGE NEEDED TO MEET PROBLEM

On the international scene this common denominator, more frequently than not is missing. Ideological struggles, conflicts of national interests, different levels of economic development, prejudices, emotionalism, burdens of historical heritage, race and color distinction, variations in cultural background, and absence of a single international authority, make consensus at best precarious, at worst impossible. To face these complex challenges American people must be armed with a knowledge of these problems as the principal prerequisite to a correct analysis and to the probability—one can never speak of certainty—of reaching the right decision at a critical moment in a nation's history.

It is in the light of this urgent need of both quantitative and qualitative knowledge that we have studied and evaluated the International Education Act.

It should be recognized that American institutions of higher learning have made a remarkable contribution to studies of international relations. A brief survey of the history of the social science would indicate that until the fairly recent past, international relations was a domain of diplomatic historians whose methodology was limited to a somewhat conventional, incomplete approach.

They were later joined by international jurists whose theoretical studies failed to provide answer to vexing problems of world affairs, even when the circle of these two groups of scholars was enlarged by political scientists and economists, the academic community still lacked some tools to dissect the complex body of international politics. Not until after World War II were these scholars joined, particularly in the the United States, by sociologists, psychologists, and anthropologists, trying to find scholarly answers to human behavior, to national motivations and international attitudes by way of an integrated, interdisciplinary method.

As is frequently the case, a new scientific discovery only reveals inadequacies of the past approach and opens the mind to new, unexplored tasks. Even though American scholars have been markedly ahead of those of other countries, their integrated efforts must be recognized only as a beginning in the area of international relations studies which to this day is only rarely accepted as an academic discipline in its own right. A student of international relations, however, cannot be just a political scientist, or an economist, an historian, a sociologist; he must integrate all these qualifications if he wishes to attack in a scholarly manner and in their entirety international problems confronting us today. He must be a pioneer both in methods and the scope of his endeavors. In this respect, we have barely scratched the surface since most American universities tend to pursue the old path of compartmentalization and many of them still consider international relations studies as a stepchild of political science. Yet it is just the discipline of international relations which provides an innovating integrated approach that offers a breakthrough in our efforts to analyze in a scholarly fashion contemporary events.

BOLD INVESTMENT IN EDUCATION

Thus, a new, exciting opportunity solicits a bold investment at almost all levels of education—secondary schools, undergraduate colleges, graduate programs, and adult education—in bringing up new generations of teachers, governmental officials, and citizenry at large equipped with skills fitting unprecedented demands. These are critical tasks for a society which wishes to preserve its own freedoms and lead in the struggle for peace. They require us to be fortified with intellectual courage and to be supported financially to the largest possible extent.

Private foundations have given generous support to studies of international relations; their resources, however, are insufficient to meet the needs and issues at stake. The Federal Government has also recognized the significance of education to the political, economic and cultural health of the Nation and has encouraged its support since the end of the war. It adopted bills making knowledge available to the veterans, students in financial need and to prospective teachers; it has fostered education by way of exchange of students and scholars, of supporting construction of physical facilities, building library holdings and inducing students to area and foreign language studies. It has given particular attention to the growth of natural sciences. American educators have acknowledged this Federal support with sincere appreciation.

However, the tense situation in the world and crucial responsibilities of American democracy on the global scene invite the Federal Government to devote special attention to studies of international relations.

Quantitatively, American universities face the problem of steadily increasing numbers of students of world affairs; qualitatively, they must strive to give the best education.

Young and future generations must be exposed to a methodical, dispassionate way of evaluating world affairs. At the undergraduate level universities must conveive of international relations as an integral and important part of liberal arts education and stimulate the student to do conceptual thinking that embraces the globe; they must prepare him for a critical but constructive role as a citizen. At the graduate level, American universities must, in addition, arm the student with depth knowledge, research skills and professional dedication to both scholarship and public service.

FEDERAL FINANCING NEEDED

Only the Federal Government and the taxpayer, who in the final analysis invests through education in his own prosperity and world peace, can provide means for a thorough study of international relations. The proposed International Education Act, the purpose of which is eloquently stated in section 2, is an historical step forward in the right direction. It is meant to strengthen the American educational system and not as an instrument of American foreign policy; it is not a foreign aid bill but a domestic aid bill and as such it is to be administered by the Secretary of Health, Education, and Welfare and not by the Secretary of State.

It focuses on studies of international relations, rescuing the discipline from a Cinderella position in the family of the social sciences and inviting scholars to seek new insights, new concepts, a new theoretical framework that would provide the policymaker with a body of thoughts applicable to solutions of practical problems.

The bill contains provision for strengthening international studies at the undergraduate level and for establishing and strengthening graduate centers of international studies. As international affairs are a concern of the whole Nation and as a massive enrollement of students can be absorbed only across the vast academic community, the bill wisely stipulates an equitabl distribution of grants throughout the Union. Furthermore, it offers guarantees to free, unfettered academic inquiry.

Scholars who are professionally responsible for international studies cannot ask for more. Lawmakers who are responsible for the welfare of the country can ill afford to offer less.

The American Nation in general and its leaders in particular are and will continue to be confronted with international challenges that are unenviable in nature as they are unprecedented in scope. There is only one way to assure the Nation of at least a prospect of taking a correct attitude toward these challenges and making the right decision: it is the way of education.

Foreign policy, based on lack of knowledge of international relations can succeed only by chance and good luck; based on a sophisticated understanding of their complexities, it promises wisdom in judgment.

It would be generally recognized that world trends have been as a rule ahead of scholarship. This has been caused party by the innate cautiousness of scholars but mainly by lack of adequate financial support for testing new ideas and applying new methods for analysis of international problems that have only appeared on the faraway horizons of world happenings.

Yet, this sense of anticipation, based on knowledge, is the principal key that opens the door to a successful conduct of foreign policy. The American scholar in international relations, free from the particularism of individual academic disciplines, integrated in his own mind and methodology, holds this key. He can help the Nation to acquire a sense of historical and contemporary perspective, to see such events as the war in Vietnam in proportion to world developments, to understand the interdependence of world affairs. He is the man to suggest new ideas and new solutions, to foster the education of thousands of future educators, civil servants, and other citizens of our Nation.

However, if the American scholar can be of help to this country in its goal of contributing to the cause of peace and of preserving its own security he, too, is in urgent need of help. The whole world is his laboratory, and for his work he must not be wanting in intellectual and material equipment.

SUPPORT FOR BILL

The International Education Act makes a significant contribution to this end. It has received wide support both in the House of Representatives and from educators. Scholars of international relations, and with them the vast world of education, may well address to the Congress the historical words of Winston Churchill when his country in time of national peril turned for assistance to America: "Give us the tools and we will finish the job"—of bringing up American people in a knowledge of international problems commensurate to their magnitude.

Thank you very much, sir.

Senator MORSE. Dean Korbel, that is an excellent statement. And the statement is a scholarly one.

Dr. Davis, would you like to make a statement.

Mr. DAVIS. As Dean Korbel said, Mr. Chairman, this paper was the result of the composite thinking of our 14-man faculty at the Graduate School of International Studies. I don't believe I have anything to add at the present time.

Senator MORSE. Senator Dominick any questions?

Senator DOMINICK. Thank you, Mr. Chairman. I have several questions.

Dean Korbel, section 4 of the bill provides grants for undergraduate programs and for the stimulation of undergraduate programs. Section 3 provides the grants for the graduate programs. Section 7, which is really the key, because it is the authorization section determining how much money we are going to spend, lumps both of them together. Do you have any thoughts about the allocation of funds that should be made between the two programs, between graduate and undergraduate?

FUNDS ALLOCATION—GRADUATE VS. UNDERGRADUATE

Mr. KORBEL. I haven't given any special thought to this, except that I did read the testimony given by the Secretary of Health, Education, and Welfare before the House of Representatives committee, and as far as I remember, he had some general ideas about the distribution of the funds, the general thought being that the greater part of the allocations should go for undergraduate studies. This seems to me to be justified, because the purpose of the bill is to train as many young people as possible in the knowledge of international relations. And there will be, it seems to me, a greater need for the allocation of major funds for undergraduate studies.

I do not wish, however, to underestimate the needs for graduate centers. It is actually the graduate centers which will serve as a key for training of future generations in an expert knowledge of the world affairs.

Senator DOMINICK. This program presumably would be available to all colleges and to all universities. Do you have any thoughts about what overall amount of money might be used protectively in this program, if we didn't have financial problems in the Government as we do?

Mr. KORBEL. It seems to me, sir, that the sums which are proposed in the act are not sufficient for the task which we face. However, I would suggest at the same time that an act of that importance and magnitude requires a very thorough preparation in planning and in executing the program. So at the beginning it would seem to me that the sums are sufficient for a takeoff.

Senator DOMINICK. Then the House bill which carries authorizations of $40 million through the fiscal year ending June 30, 1969, you think would be adequate to get this program underway?

Mr. KORBEL. I would suggest, Senator, that the sum proposed for the first year would be sufficient, because it would be a year of preparation. Once the bill is launched, once it is implemented, I don't think that the sums which would be appropriated to the bill for the years ending 1968 and 1969 would be sufficient.

WHAT CHANGES NEEDED

Senator DOMINICK. We have had the problem here that we have had in other educational propositions. If we provided the money that we thought was advisable to accomplish all the ends that the bills propose, we would have an enormous amount of money, even more than we are spending now, going to the universities, and still spread rather thinly among the universities in the country. My question here would be, do you think that the bill needs any changes or bolstering in the cooperative programs between the universities on this type of international education.

Mr. KORBEL. The bill, it seems to me, does provide for that possibility of institutional cooperation. And I can say for our own university, and for the universities which are close to Denver, we have now for several years been in close contact with them, and we have developed some cooperative programs, and in fact have some plans to even deepen and strengthen that cooperation.

Senator DOMINICK. I asked you that question, frankly, so that you could give that type of answer. And I wondered whether the legislative language itself might be strengthened to encourage this, whether you had given any thought to that.

Mr. KORBEL. Yes, we have. I think that the language of the bill is sufficient, providing a legal basis for such interinstitutional cooperation. I am sure the Secretary of Health, Education, and Welfare will find other ways to encourage such cooperative effort. And then the universities have to be on their own.

I would suggest, sir, that it is at the operative level a complicated proposition, but it must be overcome.

Senator DOMINICK. Now, on page 5 the Secretary is given authority under the Senate bill to distribute the grants to the States in an equitable manner, while at the same time—

> giving a preference to those institutions which are most in need of additional funds for programs in international studies, and which show real promise of being able to use the additional funds effectively.

WHAT STANDARDS NEEDED

That is a quote from subsection (c) on page 5.

Do you have any thoughts on the standards that might be used to interpret that language? This seems to me to be a very, very difficult task to require of anyone, to determine which universities can use the additional funds effectively, and how to distribute them among all the universities we have.

Mr. KORBEL. It is a difficult task, Senator. I suppose that the Secretary of Health, Education, and Welfare will prepare some guidelines, or some criteria——

Senator MORSE. "Guidelines" is not a very popular word in Washington these days.

Mr. KORBEL. Well, I am very sorry. I come from Colorado, and we still use it.

I suppose we should propose some criteria, if that is an acceptable term, for selecting universities and colleges interested in this program.

I am not prepared to go into any detail at this moment. I realize the difficulty of the problem.

I wonder whether you would permit me to suggest that Dr. Davis comment.

Mr. DAVIS. It is my guess—and it is only a guess—that this language was inserted in the bill because of previous experience in which federally available funds to support the various educational and research activities have tended to be concentrated in certain limited areas of the country, resulting in educational institutions in many other parts of the country meeting with less success in obtaining support.

I believe that those of us in the academic field feel that in most of the major regions of the country there are strong institutions, and there are strong programs in various fields in almost all regions. And I know it is the feeling of Dean Korbel and myself and all the staff that this is a wise and prudent provision in the legislation, so that there will be a strengthening of the great regional centers that in many cases in the past have not received the support that they have probably warranted.

Senator DOMINICK. I know the University of Denver has been a leader in this field in our area, in fact, countrywide in many ways. And I can see no reason at all why the funds authorized under this couldn't be used to bolster the programs that you already have, that you have had underway for a long period of time.

But the problem I see is the fact that the applications under this bill, I am sure, are not going to be enormous for the universities that are going to improve the quality of their education. And I am going to ask you if you have any thoughts on this particular problem, as to what kind of criteria should be used, to pass them on to the chairman and the staff. Such would be helpful in the mark-up of the bill.

So I would just ask, Mr. Chairman, if they have any later thoughts on this, that they just let us know. I know it is a very important part of the bill.

Senator **Morse.** Any supplemental statement you wish to make will be made a part of the record.

Mr. **Korbel.** We would be pleased to do so.

USE OF FOREIGN CURRENCIES

Senator **Dominick.** Mr. Chairman, I want to add this: When you and I and Senator Prouty were in India last fall, we saw a number of universities in operation over there. And we also found there were in excess of $600 million worth of rupees in India which were just sitting in banks and not being used because of the restrictions that the Indian Government has as to the method by which these can be used. And it occurs to me that it might be wise to provide additional legislative language which would give us the opportunity of using some of the currencies, foreign currencies, in other countries for the purpose of scholarship exchanges, and to pay for the expenses of people and teachers who may be going from this country to India, and coming from that country over here. Do you have any thoughts on that at all?

Mr. **Korbel.** As section 2 of the bill says, the main purpose of the International Education Act is to expose young American scholars, students, to the systems of knowledge of foreign countries. There is no doubt in my mind, sir, that bringing a greater and greater number of students in from abroad would help further the purpose of the bill.

If I remember correctly, there were last year in the United States something close to 90,000 foreign students. Their contacts with the faculty, and particularly with the students, make it possible for American students to be exposed to foreign cultures and to find a better understanding of the problems of foreign countries.

Therefore, I would suggest that the more we support bringing foreign students to this country, the closer we are to fulfilling the purpose of this bill.

Senator **Dominick.** Thank you, Dean.

Thank you, Mr. Chairman. I am very sorry, but I do have to go at this particular moment.

Senator **Morse.** You have been very helpful, Senator.

Senator Prouty, any questions?

Senator **Prouty.** I have no questions, Mr. Chairman.

Senator **Morse.** I have one point I ought to raise while you are on the stand, but it is applicable to all the other witnesses, too.

I think that this record should show that this bill is raising great concern within the Foreign Relations Committee of the Senate. And I think it is going to raise great concern within the Senate, and concern that may very well jeopardize its passage, unless there are some clarifications and modifications on it. As is well known in the Senate, I am an enthusiastic and particular supporter of the objectives of this act. And I think it is an essential piece of legislation. But I think, whatever accommodations have to be worked out must be worked out to meet the existing, late inquiries about it.

In fact, I think we are going to have, after we complete our hearings, a consultation with the Foreign Relations Committee of the Senate in regard to it in order to resolve the growing doubts that exist in that committee.

Senator Prouty has pointed out the authority that is given to the Secretary of Health, Education, and Welfare. I think unless those authorities are clearly defined and limited, this bill has no chance of passage.

CONCERN ABOUT FEDERAL POWER IN EDUCATION

The reason for this is that there is a growing concern in the Congress about Federal power in education. And this chairman needs to yield to no one in his support over the years for a breakthrough in Federal aid, which has been accomplished starting with the first year of the Kennedy administration. And the record is replete with my assurances that the legislation that has been proposed heretofore maintains a control of educational policies at the local level.

There isn't anything in this bill that guarantees that. And it is not intended, I know, that it should. We do have language in the bill that Federal control is prohibited, on page 6, section 6, but I find it isn't convincing very many because the authority on allocation, the authority that is vested in the Department of Health, Education, and Welfare, with a lack of standards and criteria for guidance, is arousing grave doubts about this bill. I am quite surprised about it.

I have already submitted in behalf of the committee, to the Department of Health, Education, and Welfare, a long list of questions for them to answer. Their representatives are in the room at the present time. And may I say, one of the reasons I submitted that long list was because I think it is very important that this bill be clarified in regard to the part that the Federal Government will play, not in its administration, but in the determination of policies under it.

I need not tell you, I am sure, that higher education has been badly damaged in the last couple of years by various disclosures of Federal Government grants through the CIA and through the Defense Department and through foreign aid and other Government agencies. And it raises serious questions as to the impartiality, the academic independence, the reliability of various so-called research studies that have been emanating from some of our universities. Any time institutions of higher learning become questioned as far as their impartiality is concerned, terrific damage is done to the whole educational system of this country. And we are dealing here only with a very, very small fraction of academic life. But it is the old story that one rotten apple in a barrel can damage the whole barrel, if the bad apple isn't removed, or the cause for the fermentation isn't removed. And I think this should be of great concern to the entire academic community, both the public institutions of higher education and the private institutions.

CONTROL OF PROPAGANDA ACTIVITIES

The American people have just got to be concerned that no segment of our institutions of higher education become propaganda centers for governmental policies, sources therefore rationalizing a Government policy that may be subject to great dispute and controversy within the body of politic.

We have seen this happen to some foreign universities which became the tools and agents of government. And I think now is the time in connection with this bill to adopt whatever controls and checks and procedures are necessary to give every American complete justification for believing that our institutions of higher learning are completely free of any political manipulation in connection with any segment of their research activity.

One of the counsels has asked me to point out to you, Dean, that one of the questions we have filed with the Department of Health, Education, and Welfare is this one:

> Mr. Secretary, would you agree that the language on page six, Section six, might be strengthened by the addition, as in the Higher Education Act of 1965, the phrase, "or the selection of library resources by any educational institution" just before the period in line 20? Wouldn't that language also be helpful, which would read, "or even the editing or publication of research funded by grant or contracts made available under the terms of this Act"?

I cite it to you because it is some indication of what is concerning some of us in regard to what we think is a bill which in its present form is entirely too broad in its language vis-a-vis the maintenance of checks upon the Federal Government and the guaranteeing of complete academic independence on the part of the institutions of higher learning of this country. Take, for example, the power of allocating funds which Senator Dominick queried you about.

The point I now make is made more to illustrate our troubled minds than it is to make a specific recommendation for the creation of such councils as I now refer to. But, you see, I have so much more confidence in the institutions of higher learning than I do in administrative policies of the Federal Government; I have so much more confidence as I sit throughout the debates in the Senate, when it was my responsibility, assisted by my committee, to take through the Senate this whole group of educational bills, elementary, secondary, higher education facilities, and all the rest, this basic control remaining at the local level in these fields.

So in this field I want a bill that doesn't give any critic the slightest basis for arguing that we are headed for Federal domination of any higher educational institution that participates in any Federal program. I think it should be just the other way around.

I can well remember back in 1958 when there was great concern in the Congress about U.S.-Latin American affairs, that I made the proposal, and Senator Jack Kennedy, of Massachusetts, seconded it, and our subcommittee of the Foreign Relations Committee made it unanimous. We were going to turn to the institutions of higher learning and to research foundations and institutes that had on their staffs recognized authorities on Latin American problems and who were qualified to advise the Congress about the extent to which U.S.-Latin American relations had deteriorated, and to come to Washington and tell us what ought to be studied, what ought to be looked into, and on the basis of their representation, give them support to go ahead and do the studies for us.

Senator Kennedy and the other members of the committee and I took a position that it was not for us to make the studies. It was for us only to commission these authorities to do the work for the people of the country through the framework of their Government.

And out of those studies came this whole series of monographs that produced the Alliance for Progress program, which I think happens to be one of the great contributions in recent times in the field of foreign policy by various universities in this country, and research foundations.

VEST POLICY CONTROL IN COUNCIL

I say, Dean, that I just think it is essential—I didn't mean to talk so long, but because I know who is in the audience, I think this is the best way for me to publicly and officially give them this warning—I think it is very important that this bill be worked over. In fact, I had a conference the day before yesterday, and I left that conference with the tentative view that maybe we would end up introducing a substitute bill that will at least cover the points that I am making in these remarks, where the control, the political decisions, will be for the institutions to determine. And that is why I said I would make a tentative suggestion, which I now make, that in regard to this power of allocation, because of my confidence in the institutions of higher learning themselves, maybe we should consider the creation of a Council for International Studies to be organized by the institutions of higher learning themselves in this country, and we would give them considerable authority in connection with making recommendations for the programs that are to be carried on under this bill.

It could take a variety of procedural forms. It could have a veto authority, or it could have a recommending authority. But I do not think that the future of the bill augurs well for itself if that authority is vested in a group of Federal officials.

I don't think the bill can pass in that form.

We need not only to talk about control of education at nongovernmental levels, we have got to make certain that it will be practiced.

Sure, Congress has a duty to make certain what Federal money will be used for. It is too bad that we weren't informed about that in the past in regard to some of the appropriations that have apparently been covertly made, or some of the allocations which in the past have been covertly made, because in many of those instances I am satisfied that if the Foreign Relations Committee and this committee had known of those allocations, they would not have been implemented.

And I make this statement this morning because I happen to know the great concern that exists in the Foreign Relations Committee about this bill, and among some of my colleagues that are not on the Foreign Relations Committee.

I do not think that the problems that I have raised are at all insurmountable.

But may I say to the Department of Health, Education, and Welfare officials that are in the room at the present time, I think the questions that the chairman gave you at the hearing the other day are of vital importance, and need to be dealt with in depth, so that we can work together, as I always wanted to work together, in coming out with an International Education Act of 1966 that can pass the Senate.

Do you have any comments you want to make on anything that I have said, Dean Korbel? Dr. Davis?

Mr. KORBEL. If I may say so, Mr. Chairman, I fully share your concern about the problem of the integrity of American universities and scholars in their academic work. There is a key question. It is a key to the academicians and clearly it is a key to the health of this democracy. It is a key to American foreign policy. On the one hand I am not impressed with the scholars who withdraw into an ivory tower without feeling the responsibility to the public welfare of this country. On the other hand, I think they serve best their own scholarship and their own community at large, and the Nation, if they are given more guarantees of free, unfettered inquiry.

These two things, it seems to me, are perfectly compatible.

SECTION 6 STRENGTHENING

Now, the bill does provide, as you say, in a general way, for individuals and institutions to proceed in their work without any control by the Federal Government. I think that it can be strengthened by elaborating in some detail section 6. I am not so sure, sir, whether a transfer of Federal control over this bill to some kind of local control would solve the problem. For I think that we can point to certain examples when local control may be more unwelcome than the Federal control. It seems to me that the key to the problem is really not with the Federal Government. If I may say so, we have received for our program several Federal grants, and we have never been exposed to any pressure. But the key, it seems to me, is with the institution and with the individual scholar. If he is ready, or the institution is ready, to compromise its integrity, there is, of course, then, a serious danger of any controlling agency of using for its own purposes the work of that institution.

Thinking of that, it seems to me that if there is no complete integrity on the part of the scholar and the institution concerned, then perhaps no provision, no matter how detailed, offers a guarantee of absence of Government interference. The chief guarantee rests with the scholar and with the institution.

If you will permit me, sir, perhaps my colleague would like to elaborate.

Senator MORSE. I would be glad to hear Dr. Davis.

And then I would like to have both of you give further thought to this matter, and read in the transcript what the chairman has said this morning, and then to be perfectly free to offer any supplemental statement on the problem that you wish to. Because now and in the immediate future, in my judgment, is the time to iron out these problems. Because if we don't do it before we get to the floor of the Senate, I think the bill is lost.

STATEMENT OF VINCENT DAVIS, ASSOCIATE PROFESSOR, GRADUATE SCHOOL OF INTERNATIONAL STUDIES, UNIVERSITY OF DENVER, DENVER, COLO.

Mr. Davis. Mr. Chairman, the International Studies Association, a prominent professional society of scholars in the field of international studies, was privileged to have you as its key speaker at its annual convention in Detroit in early May. The program for that entire 3-day convention was designed to focus on precisely the kinds of questions that you have raised here this morning in your remarks. The reason for that program having been designed as it was was because the community of scholars, especially in the field of international studies, is acutely, actively, and anxiously concerned about precisely these issues.

ACADEMIC FREEDOM

It goes beyond the question of Federal control. It goes to the broader question of the various kinds, sometimes subtle, distortions, which are imposed upon scholarly activity by those agencies, in the many cases private, which provide financial support.

Therefore, based on that particular incident, that particular convention, and many remarks that I have heard among my scholarly colleagues throughout the Nation, I think it certainly is fair to say that the academic community fully and wholly shares the concern that you voiced. And, therefore, anything which can be done to strengthen this bill in order to make these guarantees stronger would, I am certain, be most welcome within the academic community.

On the other hand, I share Dean Korbel's sentiments as he has just expressed them. And I think most of our colleagues throughout the profession share them. That is to say, we don't know what the ideal solution is. We don't know what would be the best procedural form in order to make these guarantees as ironclad as possible.

I certainly agree with Dean Korbel that the ultimate answer must rest with the determination of the academic institutions and the scholars which constitute those institutions to maintain their integrity and to resist any froms, however subtle they may be, of pressure or distortion in the work that they are involved in.

So in summary, I don't have any answers, but I think it is fair to say that the academic community shares your concern, and that Dean Korbel and myself and all scholars throughout the land, I am certain, would be more than willing to help work toward improving the solutions that may be available to us.

Senator Morse. I thank you very much I am familiar with that conference. I think it was a remarkable conference.

And if there are any supplemental statements in connection with the proceedings or any of the discussions of that conference that are public that you wish to file, I will be glad to make them part of the record of this hearing.

Mr. Davis. The proceedings of that conference shall be available in published form in a matter of days, or at most in several weeks. I will see to it that you and your committee members receive copies.

Senator Morse. Thank you very much. Any questions, Senator Prouty?

Senator PROUTY. No questions.

Senator MORSE. Thank you very much, gentlemen.

(The following material was subsequently supplied for the record:)

SUPPLEMENTAL STATEMENT OF JOSEF KORBEL, DEAN, THE GRADUATE SCHOOL OF INTERNATIONAL STUDIES, AND DIRECTOR, SOCIAL SCIENCE FOUNDATION, AND BY VINCENT DAVIS, ASSOCIATE PROFESSOR, THE GRADUATE SCHOOL OF INTERNATIONAL STUDIES, AT THE UNIVERSITY OF DENVER

At the hearings on the International Education Act before the Senate's Education Subcommittee on August 17, 1966, Chairman Wayne Morse expressed serious concern over the danger of possible interference by federal agencies in the programs of academic institutions that would receive grants under the terms of the International Education Act. He expressed the view that Section 6 of the Bill as it now reads does not provide adequate guarantees against such possible interference. This statement is respectfully submitted in response to Senator Morse's invitation to the oversigned to forward additional thoughts on this point for the Subcommittee's consideration.

We would like to state at the outset that we fully share Senator Morse's concern. One of the fundamental traditions of the American system of higher education and, indeed, of American democracy is that academic and scholarly pursuits can be effectively undertaken only in a climate of unfettered inquiry where the only governing controls are the scholar's undeviating commitment to the search for truth and knowledge, and the cross-checks and balances which this commitment insures. The whole academic and scholarly endeavor would suffer grievously, and therefore could not provide the fruits which the American people and their government expect of it, if its integrity were to be weakened by federal influences or controls over the curriculum, the program, the administration, or the personnel of any institution of higher education receiving federal support. Indeed, one may go even further and add that scholars rightly tend to maintain a healthy suspicion towards the possibility that any financial benefactor—whether governmental or non-governmental—may attempt, intentionally or unawares, to influence or shape an educational institution receiving support from the benefactor. On the other hand, scholars readily concede that these suspicions can be carried to an extreme. The simple act of deciding to grant financial support to one institution or program over another is in itself a form of influence, such that the scholars' suspicions in extreme form would undermine the academic endeavor by rejecting on these grounds all proferred support.

Several considerations lead us to believe that the scholar's tendency to suspect possible interference or control on the part of financial benefactors is not wholly warranted in the case of the International Education Act of 1966 (H.R. 14643). First, one may say in broadly general terms that increasing federal support for higher education has not appeared to result in federal interference in or control over supported programs, notwithstanding a very few isolated and well publicized cases apparently to the contrary. Second, and more particularly, the provisions of the Act stipulate that it will be administered by the Department of Health, Education and Welfare. Most of the ranking officials of this Department and its predecessor agencies who have administered over the years those federal programs relating to higher education have themselves been men and women with previous distinguished experience in academic life, and who therefore shared the scholar's conviction that federal interference or control was a danger greatly to be avoided. Third, we have been most favorably impressed with the fact that this Department appears to take no action pertaining to those programs in higher education which it is assigned to administer except on the advice of distinguished committees of outside consultants drawn from the most respected circles in academic life. Fourth, we can repeat our earlier comments in which we noted that, although the Graduate School of International Studies and the University of Denver more generally have received a number of federal support grants under various programs, the representatives of the cognizant federal agencies never attempted to influence our thinking and planning. They either accepted or declined our proposals, without urging their own emphasis and with never a hint of pressure or extraneous purposes.

The federal officials with whom we have dealt in these matters have been men and women of integrity, high standards, and a sympathetic appreciation for the nature of the academic enterprise. If one assumes that the Department will administer the International Education Act generally in the manner that it has administered all other legislation pertaining to higher education which has been assigned to it, there would seem to be little or no opportunity for this or any other agency of government to utilize the provisions of this Bill for extraneous purposes pertaining to the execution of American foreign policy or other aspects of the foreign relations of the United States. As scholars and educators, we are assured in our own minds that this is a piece of legislation in the field of education, not in the field of American foreign policy, and we are confident that it will be wisely and intelligently administered by the Department of Health, Education and Welfare according to the strong and prudent precedents established within this agency of government.

The preservation of professional integrity and a climate of unfettered scholarly inquiry and honest teaching basically depends on the academic community itself. If scholars and teachers do not jealously guard their freedom and uphold their professional responsibilities to the whole American society and to the canons of academic endeavor, no law, we humbly submit, as elaborate as it may be, will secure them from the dangers of attempted outside interference or control. They themselves are ultimately the principal guardians of their right to academic freedoms and of their professional responsibilities. Section 6 of the International Education Act as presently written, although couched in brief and simple language, seems to go as far as law can go in recognizing these basic facts and in strengthening the hand of the academic community in maintaining its defenses against outside interference or control.

Should the United States Senate nevertheless conclude that the present wording of Section 6 of the International Education Act is too general, we would like to submit a few thoughts—based in part on procedures presently followed in the Department of Health, Education and Welfare—that might be useful in an effort to elaborate on the present wording. First, on the assumption that a special new office will be created within this Department and will be assigned to administer the Act, it goes without saying that this new office should be headed by a man of the highest reputation enjoying the full confidence and respect of the academic community as well as the governmental community. Second, he should be assisted by a group of advisors—including a committee of consultants drawn from a broad spectrum within the academic community—of equally high repute. Third, the instructions which this new office would presumably distribute to institutions and organizations interested in applying for support under the terms of the Act should point to the provisions of Section 6 and outline specific procedures to be followed by an applicant towards insuring that the provisions of this Section are met. Fourth, the Department should provide a reasonably detailed explanation to any applicant whose application was rejected for support, in order to make it clear that the rejection did not hinge on the applicant's failure to pursue a program in line with purposes extraneous to the Act's purposes. Finally, the Senate may wish to give some thought to the possibility of incorporating in the Act special provisions or sanctions against those who would violate Section 6.

Crisis and Concepts in International Affairs, Proceedings of the International Studies Association, Sixth Annual Meeting, April 1965, containing the following papers has been removed for copyright reasons.

INTERNATIONAL EDUCATION ACT

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INTERNATIONAL
STUDIES ASSOCIATION
PROCEEDINGS

CRISES AND CONCEPTS
IN
INTERNATIONAL AFFAIRS

KENNETH E. BOULDING
EDMUND A. GULLION
ROBERT A. SCALAPINO
METIN TAMKOC
W. HOWARD WRIGGINS

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FOREWORD

The International Studies Association was organized early in 1959 at a meeting at the University of California in Berkeley, California. The first five meetings of the Association were held in conjunction with the Western Political Science Association. In August 1964 the officers of the Association decided that the size and diversity of membership of the Association warranted an annual meeting apart from the WPSA. Therefore, the sixth meeting was scheduled for April 9-10, 1965, to be held at the Broadmoor Hotel in Colorado Springs as solely an ISA function.

Dr. Fred Sondermann, a former president of ISA and professor of political science at The Colorado College, was the program chairman for this 1965 meeting. He was assisted by Dr. William Olson, Chief, Foreign Affairs Division, Legislative Reference Service of the Library of Congress (now Associate Dean of the School of International Affairs at Columbia University) and Dr. E. Raymond Platig, Director of Studies of the Carnegie Endowment for International Peace. Local arrangements in Colorado Springs were handled by Major John S. Pustay, USAF, then first vice-president of ISA and Assistant Dean of Instruction of the U.S. Air Force Academy. He was assisted by Captain William E. Albright, Jr., USAF, Department of Political Science at the U. S. Air Force Academy.

Aid in planning the program and support for the expenses of the meeting were provided most helpfully by the Social Science Foundation of the University of Denver, The Colorado College and the Carnegie Endowment for International Peace. The Asia Foundation gave financial support to ten Asian scholars to attend and participate in this meeting. The Chamber of Commerce of Colorado Springs provided convention staff and other services for the meeting.

The five papers which follow are only a part of the proceedings of this sixth annual meeting. Because of limitations of space and because of the nature of some of the presentations, it has not been possible to reproduce here the presentations of five other featured participants or any of the discussion which followed all of the presentations of papers. Likewise, the proceedings of the business meeting have not been included in this report of the meeting.

A major address by Dr. Herman Kahn, Director of the Hudson Institute, did not lend itself to reproduction here because Dr. Kahn made very extensive reference to slides of various charts and tables which could not be repeated effectively in this text. His talk also was interspersed by exchanges with members of his audience and these were not recorded fully. However, much of what Dr. Kahn said has appeared in his published writings on crises and the escalation of crises.

The panel on "Conceptual Problems in the Study of Crisis" with Richard A. Brody (Stanford), Charles Hermann (Princeton), Charles McClelland (University of Southern California), and Dean G. Pruitt (University of Delaware) also involved some use of blackboard demonstrations and illustrations which could not be reproduced here. It is expected that some of the ideas and statements from this lively panel discussion will be published elsewhere in the near future.

This first annual meeting of the International Studies Association "on its own" proved to be highly successful. The growth of ISA during the past year has made possible several regional meetings in different parts of the country, sometimes in conjunction with other professional societies and sometimes under their own auspices. The pattern for the future will likely be along these lines of frequent close cooperation with other professional and scholarly societies and also regional meetings of ISA members where the membership is sufficient to warrant independent programs.

All persons seriously interested in the study of international affairs are most cordially invited to join the rapidly growing ranks of the International Studies Association. Inquiries may be addressed to any of the ISA national or regional officers listed on the following pages.

John Gange
President

THE INTERNATIONAL STUDIES ASSOCIATION

is devoted to the orderly growth of knowledge concerning the impact of nation upon nation

seeks to stimulate study, organize research and promote discussion

strives to draw together the teachers, researchers, practitioners and all actively concerned with international affairs

aims at cooperation between students of the many fields of knowledge which contribute to an understanding of the organized relations, official and unofficial, among nations

Activities

Publication of the quarterly journal, BACKGROUND, devoted to the exchange of knowledge among members of various disciplines concerned with the study of international affairs.

National, regional, and local meetings to strengthen the cooperation and understanding of the various disciplines and schools of thought embraced in the field of international affairs.

Coordination of information regarding academic study and teaching of international affairs, reports on current research being done under the sponsorship of government, universities and other private organizations.

Neither the parent Association nor any of its affiliates undertakes to promote any political program in the name of the Association.

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THE SINO-SOVIET CONFLICT--A CASE STUDY IN INTERNATIONAL TENSION

by Robert A. Scalapino, Professor of Political Science
University of California (Berkeley) and Editor, Asian Survey

The Sino-Soviet dispute, now nearly a decade old, presents an excellent opportunity to test certain hotly debated theses concerning international communism. Do disputes within the communist bloc differ fundamentally from those among non-communist states, and require a totally different type of analysis? Specifically, what role does ideology play in communist disputes? Does the hybrid character of party-to-party/state-to-state relations add a new dimension to an international communist quarrel? Finally, are tactics significantly different when the contestants are all self-proclaimed Marxist-Leninists?

In an effort to deal with these questions, let us first seek the most basic causes of the Sino-Soviet quarrel. Three issues appear to be critical. First, in an age when organization is of supreme importance to the communists, an ever-widening battle has developed over the fundamental nature of international communist organization. No generation of communists, it should be noted, has ever been more skilled in the techniques of mass mobilization than the present one. None has had more instruments and techniques for such purpose at their command. Necessarily, therefore, issues involving organizational control are vital.

Verbal agreement was reached as early as 1956-1957 on the "correct" new principles that should govern international communist organization. Clearly, the old system of Soviet domination as practiced in the Comintern or Cominform had to be altered. The allocation of power and authority within world communism had changed and was scheduled to continue changing. Communist gains had been marked by the creation of national-communist states, many of them emerging in societies previously lacking any strong sense of national identity or commitment. Hence, the first task of the communists became that of nation-building, in sharp contrast to the role of nation-smashing assigned them by Marx.

Not unnaturally, therefore, the new principles of international communist organization have been grounded upon the doctrine of the inviolate sovereignty of each communist party and state. Remote seem the days when each party was treated as a branch of an organically structured international unit. The new communist order provides for the full equality and autonomy of each party, irrespective of its size, power, and degree of responsibility. Decision-making in this new order is based upon discussion, compromise, consensus, and unanimity. No party can be bound to an international position against its will, and disputes between or among parties must be settled by the same processes as govern general decisions.

Within a single party, the old rules continue to prevail; namely, those of "democratic centralism." Thus, the tight dictatorial control over each separate party by a small oligarchy or a single man continues to exist. Such control is justified on the score that the minority must be subject to the majority, and an iron discipline must prevail if the party is to achieve its goals. No such rules, however, govern the international communist movement. Legitimate international decisions must be based upon consensus, not majoritarianism. In theory, a Hoxha or an Ulbricht has the same voice as a Khrushchev. Never was the present triumph of nationalism over the universalist aspirations of the communist creed more evident than in the rules currently governing international communist organization.

Rules that do not conform to political realities, however, are only rarely effective. Naturally, the Soviet Union has found it easier to pronounce these new rules than to observe them. Ironically, the challenge to Soviet domination of world communism came at precisely the time when that nation had truly acquired the status of a major power. And having attained global authority, the Russians had also been vested with awesome new responsibilities, making egalitarianism all the less attractive. In any case, of course, it would have been difficult to have reversed the historic patterns of Soviet dominance over world communism quickly.

Thus, despite its lip service to the themes of equality and autonomy, the Soviet Union used all forms of coercion and persuasion in an effort to secure adherence to its views and policies. Understandably, perhaps, it was not prepared to accept equality with the Communist Party of Nepal--or that of China either. Peking, in turn, quickly assumed the classic role of challenger, taking advantage of the new rules to the maximum possible extent. Its insistence upon full equality and complete autonomy, together with its refusal to accept Soviet positions on a number of vital issues, created increasing strains and confusion until finally the international communist movement was essentially immobilized as a decision-making force. The Moscow agreements of 1957 and 1960 had been reached only with the gravest difficulties, and were approved unanimously mainly because they were subject to varying interpretations and emphases.

A second and interrelated issue between Moscow and Peking with broad ramifications involves the question of what are the appropriate obligations with respect to economic, political, and military relations among communists. In concrete terms, how should one translate "proletariat internationalism" into meaningful practice? Leaders of the weaker, poorer communist states and parties have quite naturally hoped for maximum aid and minimum interference on the part of the Soviet Union. Does not one comrade help another selflessly and to the full extent of his capacity? Can any true Marxist-Leninist fail to distinguish carefully between friend and foe, between class enemy and class ally?

When one is in the status of a supplicant, such words come easily. Once again, however, the Soviet Union has had to adjust theory to its position as a major world power. At present, Soviet resources must be distributed over four critical areas if the Russians are to preserve and advance their world role. First, military parity with the United States must be maintained at all costs. Second, internal consumer demands must be recognized, and Soviet economic development, both in industry and agriculture, must be accelerated. Third, a more extensive program of economic aid and technical assistance to the non-aligned world must be undertaken. Finally, aid and protection must be advanced to the communist bloc states, particularly those serving as buffer states to the Soviet Union.

In Soviet eyes, the first two of these requirements must receive priority, since the military, political, and economic strength of the Soviet Union will determine the future of world communism, in the final analysis. The Russian leaders lay enormous stress upon the thesis that the Soviet Union serves as an umbrella for the entire "socialist" world and that unless that umbrella remains sturdy, all of the elements under it will suffer. Aid to non-aligned states, moreover, is as crucial as aid given to communist comrades. If peaceful coexistence is to be a meaningful weapon for the communists, vastly more intimate relations with the neutralist world have to be cultivated. The political struggle can only be won by means of taking full advantage of the economic and technical needs of the emerging states, irrespective of their ideological position of the moment.

Communist comrades certainly needed and deserved support, agreed Soviet spokesmen, and then they proceeded to argue that Soviet contributions to the communist world constituted an unprecedented demonstration of generosity. At the same time, however, each revolutionary society had to make its own sacrifices, go through its own evolution. The fruits of Soviet advances coming as a result of the toil and hardships of more than forty years could not be distributed equally among the late-comers.

The Chinese, for their part, objected both to the amount and terms of Soviet assistance, and to the conditions surrounding it. When measured against the American aid program, Soviet aid was meager and with some exceptions, expensive. Far more important, however, was the fact that the Russians used aid and technical assistance as a weapon in the struggle over policy. The withdrawal of Soviet technicians, the scrapping of hundreds of agreements, and the refusal to aid China in acquiring nuclear weapons were examples of blackmail and the type of imperialism indistinguishable from that characterizing the West. By aiding such reactionary governments as that of Nehru even when the Indians were fighting the People's Republic, the Soviet leaders were demonstrating the fact that they could not distinguish between friend and foe. By substituting their own narrow interests for the interests of the communist world, the Russians were falling into the pit of big-nation chauvinism. By replacing revolution with diplomacy, moreover, the Russians were betraying the revolutionary principles of Marxism-Leninism.

But what of Chinese policies? Did they, as the Russians charged, conduct their own program of economic and technical aid in such a manner as to undermine the unity of the communist world, and forward Chinese national interests? Had they not sought to establish a supremacy in the Afro-Asian-Latin American revolutionary movements, excluding the Soviet Union wherever that was possible? Had they not established intimate relations with bourgeois and even feudal governments whenever it suited their purposes, meanwhile seeking to destroy the reputation of the Soviet Union throughout the world?

In sum, both the Soviet Union and the People's Republic of China utilized an increasing variety of economic, political, and military techniques to advance their world position. Not all of these techniques could be defined or defended in class terms. Indeed, both nations appeared to measure relations with other states in relatively non-ideological terms. Soviet relations were "good"--in different senses to be sure--with such countries as Bulgaria, Finland, Great Britain, India, Algeria, the United Arab Republic, and Ethiopia. Chinese relations were cordial with Cambodia, North Korea, Indonesia, Nepal, Guinea, Tanzania, and Cuba. Soviet relations were improving with the United States and Italy. Chinese relations were improving with Pakistan and France. As the network of ties became more complex for each communist giant, strains on their mutual relations grew more serious in certain respects, and the needs for intimacy were in some measure reduced.

The third basic issue between Russia and China relates to the appropriate tactics and strategy for communist victory in the twentieth century. The Soviet position essentially rests upon a concept of nation-to-nation competition with the United States and relies heavily upon the belief that gradual increases in Soviet productivity and power will bring eventual victory through evolutionary, peaceful means. Russia places a major emphasis upon the natural development of the world, assuming that "national-bourgeois" states, aided in their programs, will come to socialism as the superior system over a period of time. Peaceful competition to the Russians means the use of all forms of economic, political, and "national liberation" techniques, but the avoidance of nuclear war and the final reliance upon the growth of total Soviet power.

Communist China cannot conceive of effective nation-to-nation competition with the United States in the foreseeable future. Thus, she advances an alternative strategy--unfolding the world revolution and thereby dispersing American power. Like Lenin in the era when Soviet power was weak, revolutionary themes predominate in Chinese leadership circles. China sees American imperialism as the central enemy, and a united front of Asian, African and Latin American revolutionary movements as the method of defeating this enemy. Any suggestion of accommodation with the United States evokes Peking's anger, and while not anxious themselves to risk war with America, the Chinese Communists insist that true Marxist-Leninists must not be blackmailed into compromises with imperialism by the threats of nuclear war.

These different tactical and strategic approaches stem from basic differences in the timings of the Russian and Chinese revolutions, the stages of development, and the degrees of power possessed by the two societies. The polemics, of course, push these differences to an extreme length. The Russians accuse the Chinese of being willing to plunge the world into nuclear war, believing in the primitive notion that men are still more important to victory than weapons when millions of lives would be sacrificed. The Chinese charge that the Russians, enamoured of their new world role, are seeking to join an alliance with the United States to block China, and are afraid to challenge American imperialism on behalf of the revolutionary cause.

Compared to the three basic issues outlined above, the pure nationalist and pure ideological questions dividing the Soviet Union and Communist China are strictly secondary and derivative. That does not imply, of course, that such issues are trivial and unimportant. The quarrel over boundary questions, for example, is very serious at present. Indeed, in August 1964, Ch'en Yi, Chinese Foreign Minister, appeared to admit that the Russians might even aid the Americans in the event of a future war between the United States and China. Speaking to Asian and African delegates returning home from the Tokyo Anti-bomb Conference, he asserted, "Let us take the worst. The Americans might occupy our southern provinces, Kwangtung, Kwangsi, Yunnan. Even suppose Khrushchev seized Sinkiang and the northeast (Manchuria) and occupied Peking. Much of China remains where millions of people will resist invaders. I personally come from Szechuan; I would continue to fight from the hills of Szechuan."[1]

The boundary issue, however, could only have become serious in the context of a previously existing cleavage. It was not a primary causative factor. The purely ideological issues are similar in character. In recent years, the Chinese have developed the argument that under Khrushchev, the Soviet Union began to revert to capitalism, as had Yugoslavia under Tito. They also insisted that the Soviet abandonment of the cherished Marxian principle of the dictatorship of the proletariat for a concept of a government of the whole people constituted another evidence of the basic revisionist tendencies of the Khrushchev clique. Such issues, however, were merely a means of garnishing the anti-Soviet dish. Ideology was critically involved in the main stream arguments on a substantive basis only in connection with the war/peace issue.

The evidence thus suggests that the current dispute between Russia and China, in terms of its root causes, does not differ in any major respects from many of the inter-state quarrels that have been contemporary to our times. The fundamental issues in such conflicts relate to different concepts of national interest as fashioned by competitive elites and underwritten by the differences in culture, economic development, political institutions and values, and status in the world. In some cases, these latter factors work to contain disputes; in others, to exacerbate them. In any case, each state tends to define its own interests as the interests of the larger community, and to solicit supra-national support for them.

In the case of the Soviet Union and the People's Republic, as we have noted, the substantial differences in culture, economic development, and international status definitely complicated relations, but ironically, the close similarities in political institutions and values added even greater complications. It is in this latter factor that the Sino-Soviet dispute takes on certain unique qualities. Ideology, as we have seen, cannot in itself be considered a major issue in the quarrel. But in certain very fundamental terms, ideology plays a major role in the dispute nevertheless. The Communist bloc at present is caught in an exceedingly difficult paradox: a pluralistic communist world system is serviced by a monolithic ideology. A number of communist states have emerged in the last twenty years very different in their character and needs, yet each must pay homage to an ideology that is extremely demanding, and permits only a single truth. In comparison with Western liberalism, which currently places few restraints upon inter-state relations and shows great flexibility, Marxism-Leninism represents a highly rigid and constricting doctrine that insistently demands a separation between the orthodox and the heretical, truth and falsity.

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[1] Anna Louise Strong, Letters from China, Numbers 11-20, Peking, 1964, p. 172.

In these terms, Marxism-Leninism exacerbates any quarrel over national interests by immediately broadening and deepening the conflict. It requires that a total judgment be made with respect to the contestants, a judgment that must encompass the full range of their policies and values. Communist ideology also has a direct impact upon the tactics of dispute. To appreciate this fact, let us review very briefly the five stages through which the Sino-Soviet quarrel has passed up to date.[2]

The first stage was characterized by primary reliance upon secret bilateral discussions between high Soviet and Chinese officials in the 1956-57 period. These discussions, couched in moderate language and shared with few if any comrades outside top Soviet-Chinese circles, were conducted on a strictly party-to-party basis. The second stage began in the fall of 1957, when the debate was carried into the main stream of the international communist movement as a result of the Moscow Conference. This stage ended in the explosive interparty and interpersonal attacks that took place in Bucharest and Moscow in 1960. By this time, state-to-state relations were involved, because the Soviet Union had begun punative actions at the state level against both Albania and China. Both major parties, moreover, were involved in internal interference in the affairs of the other, and this was having repercussions upon every communist party in the world.

The public attack upon Albania by Khrushchev in October 1961 inaugurated the third stage and marked the official entry of the dispute into the public arena. Verbal symbolisms now began to play an important role in the global communications sent out by each side. Yugoslavia was used to represent the Soviet Union; Albania served as the stand-in for the People's Republic. The controversy was now garbed in appropriate ideological coating so as to make it a legitimate Marxist-Leninist dispute, and every word was carefully weighed and measured. The pressure upon all communist parties to declare themselves sharply increased, since none could be neutral when issues of truth and error were involved. State-to-state relations between the Soviet Union and China sharply deteriorated, with each side accusing the other of subversive activities and interference in internal affairs.

A fourth stage developed in the fall of 1962, at the time of the crises over Yugoslavia, Cuba and India. Terms like "some people" and "some parties" gradually replaced the use of Yugoslavia and Albania as targets. The main contestants, still cloaked in anonymity, were now being brought to the front. Open criticism of the Chinese Communist Party, moreover, issued from the various party congresses held in Eastern Europe during the winter of 1962-63, and the Chinese quickly retaliated by publishing a series of pamphlets setting forth their position in comprehensive fashion and excoriating their opponents.

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[2] This section is adapted from my article, "The Sino-Soviet Conflict in Perspective," in The Annals of the American Academy of Political and Social Science, Vol. 351, January 1964, pp. 1-14.

The fifth and present stage was opened by the famous June 14 letter from Peking and the abortive Moscow meeting of July 1963 which followed less than one month later. For the first time, the Chinese openly and vehemently attacked Khrushchev by name, and denounced him and his party as leaders of the revisionist movement of the world. Peking now sought nothing less than the overthrow of Khrushchev and the repudiation of the CPSU by all "true Marxist-Leninist parties." This created a split in many communist parties, with pro-Moscow, pro-Peking and neutralist factions emerging. State-to-state relations between the two primary opponents continued very bad, with minimal economic and political interchange. Indeed, serious border problems and troop build-ups suggested that armed conflict was not beyond the realm of possibility.

What should interest us in connection with these five stages is the degree to which ideology and the problem of dual relations (party-to-party/state-to-state) affected the evolution of the conflict. What role did ideology play? First, as soon as the controversy shifted from secret bilateral Soviet-Chinese discussions, and particularly when it reached the public arena, each party became extremely conscious of the need to legitimise its position in ideological terms. Thus, the attention paid to what constituted "correct Marxism-Leninism" became far more extensive than such ideological justification would have been in a similar dispute between noncommunist states, although not necessarily more critical to the actual issues involved.

The historic tactics of dispute developed by the Marxist-Leninists, moreover, were now brought into play against communists by each other. Words, phrases, and special terms were created and used in such a fashion as to make possible intricate signalling and innumerable forms of escalation and deescalation. The subtleties involved in the carefully measured increments of M-L language are infinitely greater than those that have evolved in the normal language of international dispute. For this reason, incidentally, content analysis, properly utilized, can be an excellent method of approaching the conflict.

Marxian tactics of dispute have always involved more than words, of course, and the blending of "legal" and "illegal" tactics has been characteristic of this dispute since its outset. Once again, since there is ideological justification for such actions, the communists are in the curious position of turning their ideology in against themselves. Inevitably, therefore, the dispute must finally center upon who is the *true Marxist-Leninist* and therefore, who has the right to command Marxist tactics in the name of truth.

The hybrid character of communist relations greatly complicates all of these questions. The evidence clearly indicates that it has been impossible to separate party-to-party and state-to-state relations, although both sides made some attempt to do so. As we have suggested, the procedures involved in party-to-party relations had a very different tradition than those normally associated with state-to-state relations, and despite the attempt to alter that tradition, bringing it into greater conformity with state-to-state norms, party relations, by their very nature, must remain different. Many communist parties, for example, lack any real power base, and do not have the authority to honor agreements, or realize programs. Party relations in some degree at least must be characterized by a level of intimacy and a range of techniques that place them apart from, and often, in contradiction to state-to-state relations. The international communist movement must still face the difficult task of reconciling its commitments to revolution and subversion with its commitments to peaceful coexistence and legitimacy. The evolution of the Sino-Soviet conflict demonstrates clearly that even within the communist camp--or should one say, especially within the communist camp--no such reconciliation has taken place.

In summary, both ideology and the hybrid nature of communist political relations have contributed certain important special qualities to the Sino-Soviet dispute. These special qualities must be taken into consideration when selecting the methods to be used in studying this conflict and the types of analysis most suited to its understanding. In its broadest dimensions, however, the struggle between the Soviet Union and the People's Republic partakes of most of the same ingredients as compose disputes among and between non-communist states. Issues of national interest and sovereign rights, betraying the powerful force of nationalism in our times, project themselves forcefully into all efforts to create meaningful supranational organizations. Meanwhile, the diffusion of military and political power in the world continues, adding new centrifugal elements to the contemporary political scene. A common ideology has never been sufficient to bridge these types of chasms, and in the case of the communist world, ideology serves to widen the gap.

If the Sino-Soviet alliance is to be rebuilt, it will have to rest upon more traditional, prosaic foundations than the possession of a common dream for mankind. In the pursuit of dreams, leaders suddenly find those paths that are dictated by immediate needs and interests. The requirements for any meaningful alliance today lie more in the development of common levels of development and common institutions--hence meaningful interaction and accepted procedures. It is barely possible that in these terms, the People's Republic is correct in turning away from the Soviet Union and casting out its line in the Asian-African world.

AGGREGATION OF POWER--
AN APPROACH TO POLITICS IN EMERGING COUNTRIES

by W. Howard Wriggins, Research Associate, Washington
Center of Foreign Policy Research, on temporary leave
from the Policy Planning Council, Department of State

I have become increasingly impressed with the political difficulties facing the leaders of newly independent countries. These difficulties have turned out to be much greater than the new leaders bargained for. The present situation, it seems to me, is one of increasing disappointment, in many cases bordering on despair. The followers who cheered during the independence struggle have not automatically supported new leaders in the years since. During the effort to obtain independence, there was an illusion of national unity transcending traditional differences. This illusion has long ago been shattered as linguistic, regional, religious, ethnic and other differences have thrust themselves forward. Moreover, the traditionalists who had close followings on the basis of primordial, traditional loyalties have been much more entrenched and indeed respected by the bulk of the population than the independence leadership expected. In Africa, particularly, there has been a continued, intimate dependence on former metropolitan countries for such support as special trade arrangements and bureaucratic advisors. Bureaucratic performance has been much harder to sustain than was expected. In addition, of course, there are all the special difficulties associated with economic development.

For purposes of this evening's discussion, I would like to be rather old-fashioned. I would like to put the struggle for political power in newly independent countries at the center of our attention tonight. I say, old-fashioned, because it is my impression that our comparative politics literature has become overly subtle, has slipped so far toward social systems analysis that we have forgotten what worries the man in top responsibility most acutely. He must ask himself all the time—do I have sufficient power to accomplish the ends I seek? Do I have sufficient power to survive beyond next week? Who can I count on for support? How do I extend my backing? Who will oppose me? How do I ensure that my opponents do not sweep me away?

These are the central concerns of men-in-government in underdeveloped countries—as in developed countries. But the questions are posed with peculiar urgency in underdeveloped countries because those now in power do not profit from a long inherited institutional framework, political values and rules of the game which set limits to and restrain their political opponents. There are fewer restraints on those not in office; there is less legitimacy to induce acceptance of their will. Leaders in new countries are perforce more preoccupied with the problem of power aggregation than our leaders need to be. Our diplomats must contend with this preoccupation of the leaders of the governments to which they are accredited. And so should those of us who are scholars concerned with diplomacy and international politics.

I would therefore like to say something about the critical problem of aggregating or accumulating and utilising political power. This will call for a few observations, first on principal aspects of this notion, secondly, some paragraphs on the type of group analysis we must undertake to understand the political resources and liabilities of a particular regime. Thirdly, I will then attempt to identify a few of the most striking examples of political strategies used by different statesmen in efforts to improve their power position against their political opponents.

I need not stress that these are preliminary observations, some tentative notions. And one reason I agreed to come talk to you was the hope that out of our exchange I might sharpen my own understanding of these problems and have the insufficiencies of this approach more critically reviewed. I would also make clear at the outset that these are my personal views and judgments, and should not be construed as representing official thinking or official policy. So much by way of introduction.

The Aggregation of Political Power

It is my contention that the central problem, indeed the most fundamental problem, facing underdeveloped countries concerns the organisation or the aggregation of political power. One of the critical characteristics of emerging countries is the underorganisation of political power. Political power in forms which can be properly translated into governmental effectiveness is lacking. Leaders and elites in underdeveloped countries only rarely are truly effective. Most of them are beset by a sense of near helplessness. Public order is uncertain; they cannot be sure whose support to count on. Lacking well-established interest groups, it is difficult for them to assess correctly whose protests need be heeded and whose represent nothing but the whim of self-important noise makers.

By political power in this discussion, I mean the ability of leaders to survive politically and to achieve what they intend. For this consideration, political power has both an input and an output side. Power is aggregated by associating with oneself others who have the ability to influence the behavior of still others. These may be civilian bureaucrats, or generals or colonels, religious leaders or men with money, men who hold traditional positions of influence in rural areas or trade union leaders, etc.--men in groups who have influence over still others. This is an acquisitive function. But these relationships cannot long be sustained unless the potential influence one acquires is utilised, if it is expended on rewarding the faithful, inducing changes supporters desire, in preventing changes supporters fear. It is a competitive enterprise, in which one's opponents, too, have sources of strength and may rally their supporters against oneself or one's allies.

Generalising on the problem of power aggregation is difficult, since each regime is different. Moreover, the level of power required depends upon the goals the regime sets and the obstacles which have to be overcome. Typically, new regimes have set very bold objectives, offering great promises and grand proposals designed to overcome in a decade the lag of centuries. To achieve their ends, they need great power of their own, or the ability to enlist the energies and cooperation of other elements of their society toward these purposes. But capability usually falls far short of purpose. The sources of obstacle and opposition may be of enormous variety. We will look into some of them in a few moments. The critical obstacles may not be so much lack of capacity in the regime itself, but power lying elsewhere, whether in ethnic, interest or in other groups, and capable of obstructing the leadership's purposes, though incapable of providing more effective alternatives.

In considering the problem of power aggregation we must recognise that political life in underdeveloped countries, though not a zero sum game where one's own gain is automatically another's loss, often approaches just that. This is particularly so where competition for effective power, relative status, or for the appurtenances of power, are the principal stakes. If wealth within an expanding economy or opportunities for careers open to talent in an expanding situation are the principal stakes, then politics can be generally a fairly cooperative game. If, as in many Western countries, after one loses office, one can return to one's law firm and even improve one's material position, rise in local social status and have more leisure, not much is lost. But in many underdeveloped countries, the stakes of losing office are very great indeed. While one's life may not be lost if one has to resign, often opportunities for enrichment and for status disappear. One may, in fact, as often happens, find oneself precipitated into an obscurity from which only later political success will make it possible to return. Where can former Prime Ministers find responsibilities with dignity? There are not enough College Presidencies available!

If we as observers assume a Smithian man, seeking to maximise his economic advantage by reasonable competition against and cooperation with others, the true quality of political life will be missed. It is usually an intensely competitive and personal struggle for relative power and position, often at the cost of other values, including sensible approaches to collaboration and long run economic improvements. This possibly very intense competition for power between individuals and groups is distinguishable from the "competitive political system" discussed by Lipset, Almond and Coleman, etc. where a rather institutionalised political party competition is assumed. As I see it, the competitive political struggle takes place within parties, as well as between them; it can be acute where there are no parties or where there is only one inclusive party. It is competition of personal or group rivalry, not the sort of tamed inter-party competition we so often set as the model and the outcome of democratic development.

Before exploring some aspects of the problem of power aggregation, a word should be said about ends. Aggregating power, accumulating enough to perform necessary governmental functions, is not an end in itself. It is a means to the end of having one's way in the peculiar political context of each country and to move toward that continuity of policy and order which sooner or later must underlie a satisfactory polity. To explore the problem of aggregating power does not mean that one necessarily is on the side of the tyrants or those who carry the aggregation to the extreme of, say, Duvalier in Haiti. The legitimacy of this concern stems, however, from the twin beliefs that a substantial minimum of political power must be concentrated in the hands of those who are responsible for affairs, and that most underdeveloped polities suffer not from an excess of concentrated power but from an insufficiency. It is possible to argue in this connection that in instances where there is such an over-centralisation of government decision-making that government bogs down and initiative is repressed, a greater decentralisation of government decision would in fact improve the power position of the government-- i.e. its ability to accomplish what it wants to accomplish. Indeed, the American example of dispersed power is often used as a basis for recommending that there should be greater diffusion of power in emerging countries.

Unhappily, the analogy of U. S. development is likely to be more distracting than helpful. As Clinton Rossiter and others have pointed out, in addition to dispersed political pow er, there were many cultural, religious and institutional characteristics of the American colonies which do not obtain today in underdeveloped countries. Resources were bountiful; there was no population explosion. Most of the colonies were the most advanced communities anywhere in terms of political participation and in the demands made upon the government by the politically active. By contrast, the politically active in most underdeveloped countries today have before them models of high standards of living, levels of education, standards of government services and full participation unheard of in colonial times. While our leaders were gaining their experience and our institutions were taking their critical form prior to the Revolution, our own franchise practices were restricted. A substantial proportion of our adult population was effectively excluded from the franchise or political activity generally. By contrast, most newly independent countries have experienced an explosion of political participation which finds its only parallel in their own exploding populations. Moreover, within our own society there were many associations, largely religious, but also town, county, etc, in which individuals could experiment with responsibility and democratic practice which infused our society with that unusual degree of egalitarianism which so struck de Tocqueville. By contrast, most underdeveloped countries are marked by sharp stratifications of an ethnic, ascriptive sort which individuals cannot easily escape--and do not feel a desire to detach themselves from. Finally, one might mention language, and the peculiar homogeneity of language in the colonies. By contrast, most emerging countries are beset with numerous linguistic differences which enormously complicate not only the task of political communication and education, but the formation of that underlying consensus of culture and assumption on which national sentiment most easily and deeply grows.

This is not the place to pursue further the general argument that analogies drawn from U. S. experience are likely to be most distracting than helpful. I wish to make the point that merely because power was dispersed in the colonies in the 1750's and 1780's does not mean that an analogous dispersion of power would be likely to produce in the 1960's the same results in most underdeveloped countries.

There are a number of principal variables affecting the aggregation or accumulation of political power.

First in time, though not necessarily the most important, is the presence or absence of the power, the acquiescence, the support that comes from legitimacy. Has a particular ruler come to power in a way to confirm his legitimacy, or has he in fact seized power on his own? Or, even if he has not seized power, did his mode of acquiring power bestow legitimacy upon him, for even legally constitutional methods may not yet perform this magic function in the eyes of many citizens? If he lacks it, a considerable portion of his effort must be devoted to acquiring the necessary legitimacy.

In most underdeveloped countries, successful leadership of the independence struggle in itself gave to the independence fathers political legitimacy. The respected independence leader may pass on his legitimacy by a laying on of hands to the chosen leader of the next generation. In several countries sons have succeeded fathers. In one, a wife succeeded a husband. Nehru succeeded Gandhi. Where, however, there has been no regulated transfer of power to successors, the leaders who seized power have had difficulties. These difficulties, of course, can be overcome, as has been demonstrated by the number of regimes which have come to power through *coups d'etat* and yet survived. But they must make a special effort to overcome this handicap.

A second important variable is the nature of the leader and his relationship to his entourage. Some leaders have been able to count on a loyal, homogeneous entourage, prepared to follow his instructions and not argue back very much. In some instances, collective leadership appears to be fully accepted and the place and role of dissenters and contenders within the entourage has been relatively well-understood. However, where understandings are missing, and there are ambitious or disputatious contenders, the leader may have serious difficulty. Moreover, if the entourage is itself divided, either on the basis of professional, ethnic or regional background, contention may be very intense.

It may also be divided on generational grounds, in that younger men who were necessary as organisers or early activists for the original move toward power may find themselves insufficiently represented in the inner councils once power is achieved. Indeed, in some instances, the leader can never be sure that members of his own entourage are not quietly using any responsibility he gives them as an opportunity to build their own followings in order soon to displace him.

But apart from the entourage, a leader and the entourage have a broad spectrum of possible sources of political support. His ability to aggregate sufficient power for his task will depend a great deal on the organizational armature he and his entourage inherit or create, on the organized sources of social power he can call on for support and what his competitors can command.

The most obvious element of a political system we tend to look to is a party. We ask whether the regime has an adequate political party--and the complexity and variety of possible types of political parties are well-known. However, one of the important and unusual characteristics of some underdeveloped countries is that there is no political party in the sense we intend when discussing parties in Western Europe. One must look to additional types of organizations to see where the regime derives its principal sources of power.

Primary, of course, are the instruments of executive power, the state bureaucracy, the military and civil officials, police, and those elements of the bureaucracy providing the regime with information on their foes, the public mood, the centers of discontent--the intelligence arm.

In many countries, indeed, it is the civilian bureaucracy which seems to give the main frame and armature to the otherwise highly amorphous, still ill-formed fledgling state. Fred Riggs and others have discussed special problems and roles of the bureaucracy. In many instances, there is much less there than meets the eye. There are Ministries and civil servants and other bureaucratic paraphernalia, and there is a presumption that the bureaucracy is an instrument of effectiveness. All too often, however, the writ of the Minister stops at his office door; the apparent bureaucracy lacks operative capability. On the other hand, it remains true in many emerging countries that the bureaucracy is the most important element of political power and overshadows legislatures, parties and interest groups. Political analysis in such instances, therefore, calls for intense understanding of recruitment, values and political rules of the game of those in the upper reaches of the bureaucracy. Political survival depends upon a leader's ability to enlist and sustain the loyalty and obedience of the bureaucratic leadership.

The relationship between the leader and the military is such an obvious consideration that it would seem to need little mention here, but one of the remarkable aspects of the academic literature on these subjects is that very rarely is the relation between the civilian leadership and the military establishment adequately spelled out. There have recently been several examples in Africa where leaders were blown away by only a slight wind of public discontent precisely because they did not have a solid base of committed followers in the military. One regime has been saved by the landing of less than 100 British troops. Indeed, if one were to ask what element of political structure is most necessary, one might well single out a sufficient relationship between the regime and the army and bureaucracy. And in many regimes, these relationships are quite prior to the necessity for establishing a political party.

In most emerging countries, functional interest groups are only beginning. Loyalties associate more particularly around ethnic, linguistic, religious and regional awareness and interests. These are far more important than the functional interest groups which underlie so much of our political analysis. There are special problems associated with seeking the support of such traditional groupings. All too frequently, if you gain the support of one of these groups, you thereby automatically lose the support of others who for generations have been antagonistic to the new ally. In addition, of course, in some countries there would be a series of relatively modern organisations like trade unions, professional associations and so on, usually transcending traditional differences but often not yet holding the loyalty of their followers in a political crunch.

It is out of a combination of different components of social power in the society that a government aggregates sufficient political power to survive and to carry out necessary governmental functions.

The sufficiency of these elements of power will depend, of course, a great deal upon the tasks governments seek to undertake and the opposition brought against them. The nature of the opposition will depend to a considerable extent on the rules of the political game as they are locally understood. Notions about the appropriate role of violence for political competition, for example, will be critical to the terms of the political game. To the extent that followers support a particular man rather than an institution, to that extent will political emotions be considerably more intense and political strife probably more acute.

It would be bootless to attempt a detailed analysis of possible sources of opposition. However, there are several general observations one can make about the special sources of difficulty facing regimes in emerging countries.

In the first place, one should identify the generational difference. This is not merely difference between the elderly and the youthful. It is more a difference of the independence generation who had one type of historic experience and the youthful who have had another, including a different education and a fundamentally different experience of political life. Secondly, the pattern of education which has spread through most of the underdeveloped countries is rapidly developing a student body increasingly detached from their local environment and yet, except among the very few receiving the best education, not necessarily more capable of dealing with the problems which their countries face. Thirdly is a mood which Shils has well described, the mood of oppositionism deriving in part from the tradition of opposition politics during the independence struggle, but also reflective of a widespread romanticism about politics. There is in many countries an idealised vision of what the good leader should be, a man of almost supernatural powers, like the idealised father of one's youth, the one who can do anything. The leader has all-powerful means, perhaps a magic wand or incantations of some sort, to solve all problems. If he doesn't, it is because of bad will, or he has been bought or has been corrupted in other ways. The main business of mature politics, the compromise, the adjustment, the painful, protracted discussion and a sharing out of half-loaves, is something repugnant, and even base.

Fourthly, leaders of new nations also face an acute problem of parochialism. Men's real and deep attachments are to their regions of origin, their clans, their primordial groups which make up the mosaic society. Even those apparently most westernised and above the fissures of their societies are, with part of themselves, committed to parochial involvements. Particularly when the going gets tough, when situations become shaky, when the level of anxiety and uncertainty rises, there tends to be a reversion to those loyalties which are deepest, that is, those which lead back to early experiences of trust--one's tribe, clan, caste, region, or ethnic group of origin. Hence, those who are perceptive have a gnawing fear that some small tension or minor quarrel will fragment their society; those who do not understand act in such a way as to risk just that. Indeed, it is possible that premature democratic politics with a hasty search for those issues and sentiments which will mobilise a mass following will exaggerate the very parochialism which national development must overcome.

In some countries, there have been notable examples of leaders who for lack of imagination or insufficiently experienced staff aides, have difficulty in looking very far ahead to the possible political or social consequences of impending actions--for all these reasons, the side effects or more ultimate consequences of otherwise attractive policies are not taken seriously.

Finally, one might mention the problem of new men, individuals who, by virtue of education, technical skills or unusual experience in their own families or elsewhere, are essentially problem solvers in the new, more modern sectors. They may be the army colonels, the middle level bureaucrats; they will be the impatient ones, anxious to get on with the jobs for which they are qualified, frustrated by the inertia, the parochialism, the misuse of resources on behalf of traditional loyalties and commitments, the unreadiness to hurt the feelings of those who are well-born but do not know how to perform well. These young men know how to organise, to manage the bureaucracy. They may overestimate their ability to relate the bureaucratic machine to the wider population, which is so very different from them. Leaders must find ways to enlist these new men on behalf of the government, or else they must be immobilised and blocked in their political aspirations until they can be incorporated into a political system strong enough to absorb them without permitting them to take control. All too often they have a simplistic notion of the tasks ahead and the impediments in the way. Sometimes, of course, they are just what an Olympian doctor would prescribe for a sick and stagnant polity.

Economic development is proving to be much more difficult than had earlier been assumed. This does not mean that economic development is any less necessary. Indeed, it is part of my assumptions that governments will have to demonstrate to their increasingly educated and numerous populations that the regime in power does in fact care for its people. Without expanding opportunities for talent and increasing resources to share among increasingly articulate political participants, coercion will increasingly be necessary if regimes are to survive. But economic development is simply a more complex and subtle process, associated with more political controversy and conflict than was expected a decade ago. Finally, economic development is necessary so that a regime may have sufficient resources available to provide patronage to keep the key power groups in line.

On the other hand, there are rather typical political difficulties which result from the effort to develop economically. Most fundamental is the matter of evolving a broad political agreement on what should be done. It is widely assumed that economic development will benefit all equally. This is false, and those in underdeveloped countries who are active in business or politics are quick to sense who will be advantaged by which developmental or taxation policies, and whose interests will be harmed. Most responses to controversy over economic development policies will be particularistic, and may be the sources of serious political friction. Insofar as economic modernization does occur, it tends to undermine old sources of power and may do this quite effectively before new ones take their place. By redirecting the use of existing resources or by generating new resources, it usually puts resources into new hands, thereby changing part of the power structure. Those most likely to increase in influence are the technocrats concerned with economic development or possibly brash new businessmen, in place of the economically less-highly qualified, more well-off traditional civil servants, usually from well-established backgrounds. Thirdly, economic development, of course, requires savings. These have to be taken from somewhere at the outset, unless the leadership has decided to become unusually dependent upon foreign assistance. These savings may lead to the disgruntlement of substantial segments of the population, some of whom may have been politically important previously and may be a substantial source of protest and political unrest for the future. Moreover, there is often a considerable wastage through bureaucratic insufficiencies, etc. which because they result from public expenditure, are more obvious and become a source of focused protest as distinct from the wastage which has been normal in private capitalist development, when only the individual capitalist who guessed wrong was ruined.

Thus far I have been discussing some of the sources of power and the sources of opposition and difficulties in the way of accumulating power and the tricky power implications of the task of economic development.

Strategies of Power Aggregation

I would now like to make a series of observations concerning alternative strategies of power aggregation. By this I mean to compare typical approaches statesmen have used in underdeveloped countries in efforts to sustain themselves in power. Note, of course, that one speaks of strategies, whereas in fact, often leaders do not logically lay out a strategy. Their activities are often unthinking, particular reactions to specific problems. But the successive steps that they do take to deal with their power problems in fact cumulate into an apparent sense of direction, just as much as if they did have an elaborately worked out strategy. Therefore, while we will be describing patterns, we should recognize that of course they may well be ad hoc in their origin.

Strategies of power accumulation can be considered from at least two major aspects: (1) what is one's basic approach to acquiring support? and (2) whose support does one seek to obtain and depend upon?

(2) Basic Approaches to Acquiring Support

As to a regime's basic approach to winning support, one can perceive at least four markedly different extreme types.

Type I--Problem-solving: Some regimes may be dedicated to the proposition that political survival is best insured by a rather orderly, systematic and sustained effort to solve specific problems besetting the polity. These may be problems of economic growth, improving the civil service, raising the level of or expanding education, holding regional and ethnic differences within bounds, redressing imbalances of opportunity promoted by the colonial regimes, introducing phased political reforms so that political participation expands at a rate the system can absorb, etc.

This approach required a reasonably competent civil service or other elements in the society with energy, organizational skill and some competence to cope with the designated problems. It implies a conviction that one is playing for long run political stakes, that one has some time, and that as selected problems are tackled with some degree of effectiveness, one will thereby reduce unrest, have more rewards available to distribute to the faithful and to undercut the criticisms and the restlessness of potential opposition. It requires a consensus on what problems are worth solving; or, if this is lacking at the outset, skill at defining and promoting a concept of what is worth doing. If this, too, is lacking, a sufficient coercive ability will be necessary to achieve output functions in the expectation that performance itself will win increasing acquiescence. It generally calls for a fairly rational approach to managing public affairs and would appear to favor men of moderation and matter-of-fact style who possess substantial administrative skill.

It is likely that, given a modicum of resources, such a strategy will lead to economic growth, to a sense of predictability in affairs and of personal security. This expansion of resources may well permit the regime to increase the rewards to its followers, and to provide a sense of expanding opportunity to others beyond the regime's direct supporters. Success in solving certain problems will enhance self-confidence, which induces still greater poise and effectiveness. If the pace of expanding political participation is sufficient, potential opposition of intellectuals and other impatient ones may be offset by the satisfactions they derive from growing access to political activity, or professional opportunity, however limited it may be.

But it is low key. Leaders pursuing this strategy are not likely to cut much of a figure. Charisma will be inconspicuous. Warmth will be missing. The risk of such a strategy is popular boredom. There is not much excitement to it. Particularly after the excitement of the independence "struggle," public life will have lost an important--perhaps a critical--quality of savor.

Type II--Distributing the Loot: There are some leaders who, when coming to power, appear to have as their main strategy the distribution to followers of the perquisites of office--jobs, concessions, contracts, imposing residences and vehicles, opportunities for travel, possibilities for transferring funds to safer places abroad, etc. These and other personal advantages may ensure a following for a time. But unless government output functions are undertaken with some foresight, the goose will become lean and lay fewer eggs; there will be fewer resources to spread among the faithful. Seeing the regime's readiness to reward them, the "faithful" may even be tempted to raise the ante for good behavior; the ruler dependent largely upon distributing favors and pelf will find himself unable to meet the claims put upon him by his fair weather followers.

There is no doubt a certain degree of corruption necessary to sustain a following in most countries, for one's associates and supporters have lieutenants who themselves must be encouraged to sustain their loyalty. Some special rewards will help mightily in this process. But beyond a certain point, corruption becomes intolerable to others in the system. New contenders for office will arise and make political capital out of the growing protest against exaggerated corruption.

Distributing the loot, therefore, can be only a short term strategy.

Type III—Promoting Intense Feeling: Type I may be too prosaic, too low-key, too cold for most under-developed situations. Type II is easily discredited. Type III responds to the fact that political life in many emerging countries is highly emotional, if not passionate. In many areas, large numbers of articulate people experience a high level of anxiety. Old patterns are breaking down and new ones have not yet been found. There is a crisis of identity, as men seek that sense of uniqueness and of possessing special qualities out of which alone self-respect can come. Sometimes societies are so fraught with fissures that only intense and overriding feelings will permit men to identify with others in that same society, transcending traditional and tribal differences in shared emotions which alone can weaken primordial, traditional attachments.

Some statesmen appear to have consciously—or unconsciously—chosen such a route to maintaining their power. Problem solving in the objective world of governmental functioning is bypassed in order that the populace may be aroused. This strategy has the virtue of touching the deeper springs of man's motivation. It may lead to a revolutionary infusion of national solidarity and identification. It might even promote collaboration by dramatizing a shared purpose the more easily agreed to because it can be pitched at a high emotional level.

Often, such a strategy implied finding enemies or scapegoats for the problems which remain unsolved. These may be minorities considered marginal to the nation; they may be foreigners. The familiar fears of early years—the fear of being manipulated by the foreign ruler or being perpetually in his thrall—are easily evoked. Dangers from foreigners are dramatized. Elements of a foreign presence are useful as targets for induced mass hostility, but they must be gradually reduced if the regime is to demonstrate its capacity for coping with that problem. Some day they may be gone and their recrudescence conjured up—or the society have to face its own diversity without this convenient and familiar instrument.

Such regimes may also seek to cut a regional figure, attempt to unify hitherto scattered neighbors under their own tutelage, undertake verbal attacks or more serious actions against their neighbors. Such a policy may cope with real problems. It will also promote the domestic position of the leader who achieves regional prominence. The intensity of excitement can only be sustained if substantial numbers of individuals are drawn into agitation, an activity providing many immediate psychic rewards to the people actively mobilized for this purpose.

Keeping the pitch of excitement is difficult. Economic problems tend to mount and lead to growing frustrations. The more sophisticated are unlikely to be caught up in the popular excitement and increasingly consider this strategy ill-advised and become progressively less enthusiastic. The excitement may lead to unpredictability, a growing sense of insecurity and whim. It may open the way to the organizational activities of extremists. It may call for progressive intimidation.

Type IV--Intimidating Critical Sectors: A fourth possibility is a strategy which emphasizes intimidation. Particularly where political traditions are ill-formed, and there has been no recent history of political freedom, individuals of all social strata are easily intimidated. Under such circumstances it would take but a few examples to induce silence and sufficient obedience from civil servants and army. Political opposition, the press, political organizations of all kinds could be silenced or induced to toe the government's line. A systematic effort to identify possible opponents and to induce them, each with his inevitable weakness or family, friends or perquisites he values, to either be silent or to go abroad. Obscure ambassadorial posts are increasingly available for this purpose. Ultimately, at the extreme, there is always the mortal automobile accident or the mysterious disappearance.

A single political party may be the major armature for the regime to inform itself, to intimidate and to infuse in the bureaucracy, business, the religious bodies, and universities the appropriate attitudes and performance. But a party is not necessary for this purpose, so long as the army and the civil service can be counted upon, and the government possesses sufficient control over intellectual and economic resources and activity. There is no need here to spell out the steps a regime could take if it is to consolidate its position through the strategy of intimidation.

The major problem here is how to sustain the other functions of government, including economic performance, a minimum degree of reliability and order, and a sufficient level of collaboration among individuals to permit the system to function while maintaining mutual suspicion and intimidation at a high level.

A second, and perhaps increasingly serious by-product of an intimidatory regime is the advantage this gives to oppositionists trained in clandestine organization. Beneath the surface of intimidation, it is only the secretive, conspiratorial parties which know how to organize. At present, the Communists are the professionals at this game, leaving the moderates, the liberals, those who prefer an open and free society like our own, helpless victims of the government's repressive measures. The inheritors of such a strategy, therefore, are likely to be the Communists or, in parts of Africa, at least, color or racist fanatics.

No regime will survive on any single strategy. Successful governance requires a mixture of these four strategies most appropriate to each situation. No prescription can be given a priori. The critical point for value judgment is the relative weight of these four components in any regime's approach to functioning and surviving.

(2) *Who are one's allies?*

The possible combinations of allies is legion. But it might be useful to distinguish five different typical alliance patterns.

Civil Service and Army: There are examples of leaders who have come to depend heavily upon the civil service for a major source of support, and on the army. The low-key problem-solvers are likely to find these as their main allies, although they tend to try to enlist the energies and support of dynamic elements in the society outside the bureaucracy, such as business groups or intellectuals. To depend upon the bureaucracy alone is to run the risk of undue caution, a going by precedent, a reenforcement of past privileges, rather than an opening of the system to orderly and constructive change. Moreover, most bureaucracies in developing countries have not been manned by men drawn from all tribes, communities or ethnic groups, but rather in almost every case, from selected communities who showed an aptitude for government service or loyalty to the colonial power. Others who were not drawn into the highly privileged service tend to suspect that the bureaucracy is being used to promote the interests of the favored community and that they are denied opportunities. Typically, therefore, bureaucratic recruitment must undergo substantial changes, a factor complicating a regime's relationship with the professionals in both the civil service and the army. Moreover, if any group of leaders comes to depend too exclusively on the bureaucracy--and does not broaden its political base--the chances are good that the military element will sooner or later come to preponderate.

Urban Semi-educated: Some regimes have found their power base eroding, for numerous reasons, or they have sought to shift the source of their support from the more well-established elements in the society to those likely to be more responsive to the regime's requirements. A likely group is the increasingly numerous urban population with enough education to lift them from the peasantry or urban proletariat, but not sufficient training to qualify them for more rewarding jobs in the newer sectors of the economy. They have gone far enough from their own communities to be *deracines*, but they have not yet developed a self-image and integrity of their own. They are the ones most likely to be easily mobilised for certain lower-level political chores--the crowds-on-call, the agitators, the political organisers, even the medium-tough bully boys who may be needed for specific cases of intimidation. An inclusive political party will provide these with many opportunities for absorbing activity. Because of their numbers, the time they have to spare and the ability of an artful regime to mobilise their loyalty, they can be a substantial substitute source of political support instead of the more orderly and established people the regime may have depended upon when it first came to power.

These men are not likely to understand the niceties of bureaucratic functioning nor the prerequisites of effective economic activity. They are good at pushing faster distribution, they are likely to disrupt orderly economic growth. Predictability in the public domain and the public peace, generally, are likely to suffer.

Rural Middle and Lower Class: Several regimes have sought to enlist as principal allies the rural population. This is not illogical, since the bulk of the people in most emerging countries still live in the countryside. In Betancourt's Venezuela, rural support was sought through new types of rural organizations designed not only to promote certain rural reforms but also as an armature for the organization of political support for the Accion Democratica, Betancourt's party. Alternatively, regimes such as Mr. Bandaranaike's in Ceylon and Mr. Menderes' in Turkey, depending upon the rural vote can activate the countryside along traditional lines, using as lieutenants prominent individuals whose power position stemmed from their inherited status or traditional role in the country.

Depending thus on the countryside has certain advantages. On the one hand he who is able to organise there is likely to gain political position at the expense of the urban-based political leaders who often come forward first, thus displacing the civil servants, the cosmopolitan intellectuals, the professionals who often inherited power at independence. At a certain stage in nationalist self-consciousness, it is possible to appeal "to the people" in the name of indigenous national values and against these unduly westernized, alienated leaders. Secondly, the leadership which does thus base itself on the countryside for its political growth and survival, must seek ways of bridging the intractable gap between the urban and rural leadership. A new synthesis is therefore forced upon them by their political imperatives. Moreover, basing oneself in the countryside may have the by-product effect of directing more developmental attention to the needs of the countryside than is typical in most regimes which are based largely on city strength.

There are, however, disadvantages to this approach, too. By its nature the countryside vote is likely to make itself heard only at election time, while the regime must rule through its civil servants and its other organizations, which are largely manned by men of the city and who are well able to sabotage the regime's policies by foot-dragging and near inaction unless bureaucratic discipline is unusually strong. Secondly, all too often efforts to win the rural vote lead to extensive rural subsidies designed not so much to expand agricultural production, which is an economic necessity, as to meet the countryside's consumption needs in order to acquire a political bonus for leaders who promote these distributive schemes. Finally, reaching toward the rural population through appeals to traditional values may serve to enthrone the religious and cultural traditionalists.

Religious and Cultural Traditionalists: While it is unlikely that any regime can base itself mainly on the cultural or religious conservatives, concern for the rural population is most likely to bring these figures to the fore. These religious and cultural conservatives, however, need not be in the countryside, strictly speaking. Indeed, it may be in the city that they feel their values most acutely threatened and where their activities may be most intense. It is likely, however, that they will find their most willing followers in the countryside, and they may well be the most important intermediaries to the rural masses.

To be on their side is to be on the side of the great tradition, the sacred or glorious past which must be evoked if self respect and national integrity are to be achieved. They represent one's uniqueness and serve to differentiate the self from the modernising world intruding from abroad.

However, in efforts to cater to the traditionalists, or what they appear to represent for the rural population, the regime may increasingly commit itself to traditional ways of dealing with economic and administrative problems which are likely to slow down development, make problem solving more difficult and perhaps undermine whatever effectiveness there was within the bureaucracy. At the same time, it is often difficult to enliven a sense of the past without reawakening ancient antagonisms within the society, divisions which appeared to be waning under the more cosmopolitan independence leaders, who were relatively free from these parochial attachments.

No doubt other possibilities will come to mind. One final type, I will note in closing, would depend upon mass organisations, such as trade unions, farmers' unions and other syndicalist-type institutions which may be in the making. Thus far, I know of no examples where a regime has been able to develop sufficient support from such a base to sustain itself. Nevertheless, we see in Egypt, Ghana and several other countries a conscious effort by government to promote such organisations as means for overcoming or by-passing the possible resistance to change of more traditional organisation. And I suspect that, given the relatively low level of other types of political organisation in parts of Africa, a rather modest development of such organisations might provide a popular base sufficient for survival over a considerable period of time, if too many demands are not made upon the polity by the regime.

You have followed me with patience. I frankly do not feel I have taken you very far, although I have talked to you long enough.

I mentioned at the beginning what I would reiterate here.

Leaders in underdeveloped countries are generally insecure in their power. They are seeking ways to ensure their will and their survival over a tolerably protracted period. The strategies they adopt and the resulting political consequences within their countries have a good deal to do with the type of men who gain control in these countries and the values and policies they pursue. These, in turn, affect the diplomatic environment in which other free world statesmen must act. As students of international relations, therefore, these matters should concern you. Thank you.

REALITY-TESTING AND VALUE ORIENTATION IN INTERNATIONAL SYSTEMS

by Kenneth E. Boulding, Professor of Economics,
University of Michigan

I call this talk "Reality-Testing and Value Orientation in International Systems," which enables me to talk about practically anything. I am not going to attempt to define the international system. I think this is a useless enterprise. The most fundamental concept is what I call the "sociosphere;" it is the sphere of all social relations. It consists of all peoples in the world, all organisations, and all relations between them. The international system is an ill-defined sub-set of the sociosphere, and I don't really care how ill-defined it is, as I am not going to waste any time in deciding where the international system begins and where whatever else it is ends. But it is clear that there are parts of the sociosphere, which are very clearly part of the international system: the nations, the international organisations, perhaps the international corporations, other entities like families (royal families used to be very much part of it) and it will be hard to find any human institution which does not have some relations with the international system. The principal problem that I am wrestling with today is the question of reality-testing of our images of the international system.

We all have some kind of image of what the international system is like. We have some image just of its geography, of space and time. Sometimes this image is a little weird. I was once leading a course during the war on economic problems and about halfway through the course it dawned on me that half the students in the class didn't know where anything was in the world, and this is something of a handicap. So I came in one day, gave them each a piece of paper and asked them to draw a map of the world and to name about 100 places on it. I kept these for years; they were most entertaining. I particularly remember the "Philistine" Islands, in the Caspian Sea, just off the coast of Alaska. As a matter of fact, I suspect that this ignorance of the sheer geographical image of the world extends very far. We have images of the nature of political systems, we have images of nations. We have stereotypes of what nations are like. Thirty percent of the people in this country do not know that China is Communist, according to a recent survey done by our Survey Research Organisation, and certainly the images which people have of the world can be extraordinarily far from anything like reality.

These images are tremendously important in the international system, because the images of the international system are part of the international system itself. This means three billion images, and this is quite a lot. Some of these one can neglect. On the other hand, many of them one cannot neglect, because the images of the decision makers of the international system are, of course, of enormous importance in determining the nature of their decisions. It is my theory of decisions that essentially the decision is determined by the image and not by the stimulus, and that it is determined especially by the value functions which overlie the images, that is, what we think of as good or bad.

The international system is dominated these days by the relations of nations, in fact, this is the essential abstraction of the international system, just as exchange is the central abstraction of economy. Obviously we have to look at the nature of these relationships. These are, as we know, very complex. I distinguish three rough categories of relationships between any kind of individuals or organizations as--the main organizers of social systems, which I define as the "threat-relationship," which is "you do something nice to me or I'll do something nasty to you;" the exchange relationship, which is "you do something nice to me and I'll do something nice to you;" and what I call the "integrative relationship," which is "why don't we go off and get married!" or "let's do this because of what you are and what I am or what we are, or because we are all in the same boat, or because we are all Americans, or Communists, or human beings, or something implausible like that." These integrative relationships are of great importance, and, I have argued, perhaps the most neglected element of the world social system and a very much neglected element of the international system. In the international system we have all three kinds of relationships.

It is perhaps not unfair to say that the threat system tends to dominate the international system, in the way that perhaps exchange dominates the relationships of corporations. On the other hand, though, the integrative relationships are also of tremendous importance, because without love and loyalty and friendships and hatred and legitimacy and these other concepts we cannot understand the network of the international system at all. We spoke this morning about the extent to which ideologies form--or do not form--integrative systems. We have exchange relationships among nations of many kinds--not only trade relationships, but also treaty relationships where "you scratch my back and I'll scratch your back," and exchange enters into these relationships a good deal, so we have this very complex network of relationships.

One of the things that interests me particularly is how you diminish the threat system and increase the integrative system, because the threat system is threatening and costly, and it constantly tends to get out of hand. I think that it is an operative system, it works up to a point, but it has a low horizon of development, mainly because the carrying out of threats is costly to the threatener as well as to the threatened. This is one of the fundamental fallacies of the threat system. Unless the threat system becomes girded around with exchange and integrative relationships, it is apt to be extraordinarily ineffective in achieving anything, as we see in Cuba and Viet Nam, where the United States has an enormous threat system, and we find it extraordinarily hard to make anybody do anything we want, because of certain inherent limitations of the threat system as a mode of organizing human behavior.

The exchange system has a much higher potential. This is why fundamentally the network of exchange proves all the time historically, beginning with little traders who perhaps first congregated under the castles and the temples. The threat system is an earlier organizer. It tends to be replaced by exchange. A very good example of this is the abolition of slavery. Slavery is a good example of the threat system. "You work for me or I will kill you." Then, suppose I say, "Okay, kill me," and I kill you; then I don't have a slave. So fundamentally the carrying out of the threat is extremely costly to the threatener as well as to the threatened. And hence the threat system in a sense rests on blood, whereas the exchange system has almost unlimited horizons, and the integrative system, I suspect, has even greater ones.

One of the things that interests me very much is how these integrative systems develop in the international system, if they do. We do develop what Deutsch has called "security communities," that is, communities of nations between whom the threat system is buried under the pile of papers; it is no longer an important operative factor in the international relationships. We see this among the Scandinavian countries, for instance. One of the delightful facts of life is that the most beautiful Disneyland in the world is the Tivoli in Copenhagen, which is on the site of the last battle of the [illegible] against the Danes. Here we have an example of "security through joy."

We see the same thing in American-Canadian-British relations. I have tried to convince our Department of History that we ought to celebrate the Rush-Bagot agreement. They can't see this at all--this was nothing. But this began 150 years of development of a security community, which is at a point now where no one ever visualizes Ontario as a pistol pointed at the industrial heart of America. (This is exactly what it looks like on a map.) And even though I suppose Herman Kahn could write a scenario in which the United States Marines advance on Ottawa in order to persuade the Canadians to enjoy the inestimable advantages of nuclear destruction, this seems a terribly implausible one, and if you tell this either to an American or Canadian audience, everybody laughs because it is absurd. And yet it wasn't at all absurd in 1812, when we had very much of a threat system and very much a deterrence system.

The main problem of the international systems is how do you use the temporary stability that you get under deterrence to build a more complex relationship which will eventually do away with it. One of the things you can demonstrate about threat systems is that stable deterrence is a pipe-dream. You can demonstrate mathematically that it is impossible because of the fact that threats depreciate in credibility if they are never carried out. Hence you get to the point just in time when either the threats cease to organize the world, and then you have to carry them out in order to recreate their credibility. On the other hand, if you carry them out, this is terribly costly to the threatener.

I have been propagating an interesting study of the impact of the war industry on the Japanese economy. One of the things I am trying to persuade economists is that the war industry is just as interesting as agriculture, and deserves as much attention as a segment of the economy; in fact, it is a larger segment of the United States economy than agriculture. As part of this I have been doing a study of the war industry in Japan. Some extremely interesting facts have emerged out of this. The Japanese war industry was more destructive to the Japanese economy during the second world war than the American war industry was!

The costs of maintaining a war industry in terms of withdrawal from the civilian economy are higher than all the damage the other fellow does to you. We see something like this also happening in the American economy of the moment, where with the war industry, and our obsession with being a great power is getting us into very serious long-term trouble, at least in my estimate. The fact that we absorb sixty percent of our research and development in the war industry to the point where there is practically no feedback into the economy, where the war-state complex is two technological generations ahead of this backward American civilian economy, where the machine tools and railroads and shipbuilding and textiles are so far behind the Japanese and the European, that I am not sure we can ever catch up without substantial technical assistance. This is the result of the fact that we want to have an enormous threat system now, and in practice if you have a big threat system *now*, you won't have it *then*. You really shift resources from the future into the present.

To come back to the problem of the image of the system, particularly the image on which decision-makers make their decisions, one of the great difficulties here is that there are strong random elements in the dynamics of the international system, and from the point of view of reality-testing, this is just hell. How do you know if anything happens that it wasn't an accident? We run into two difficulties here. One is that we tend to overgeneralize from the random. For instance, the degree to which this country overlearned from Hitler is fantastic. Our image of the international system is based on a random conglomeration of events which probably only happens once in a thousand years, and yet we decided that this is the law of the international system, and almost all of our image of the international system is based on it. Then, at the other end, you may decide that something is random which isn't, and then you are in trouble too. Whenever I hear the expression "calculated risk," I always translate this as being, "I haven't really got the faintest idea," because that is what it means. I think as Anatole Rapoport has pointed out extraordinarily well, the strategic thinkers are creating an image of the international system which is so preposterous and so dangerous because of these probabilities that are inherent in it and inherently undiscoverable that one really wonders if we are ever going to get to next week.

The other thing we have to face here is that the images of the international system are largely what I call "folk images." I distinguish between folk images, which are the images of the world that we derive from ordinary life, from our ordinary daily experience and conversation. Many of these are very good, perfectly true. We couldn't get along without them. It would be pretty awful if we had to rely on the social psychologists for information on how to manage a marriage. We wouldn't get very far. A great deal of folk knowledge is quite accurate, particularly knowledge of interpersonal relations. On the other hand, as we get into more and more complex systems, folk knowledge becomes less and less reliable, and we see this for instance in economics. There the kind of folk knowledge of Goldwater would probably have been utterly disastrous, and the development of sophisticated images of the economic system has really made an enormous difference to the world--and just in the last thirty years. If you want to realise this, all you have to do is to contrast the history of the twenty years after the First World War, 1919-39, with the history of the twenty years after World War II, 1945-65. The difference is as night and day. 1919-39 was a total bust, a disgrace to mankind. We had the great depression, we got Hitler, we did nothing to liquidate colonialism or race relations, we had the first collectivisation in the Soviet Union, which was a worse disaster than the great depression, and it all ended in the Second World War. If you really want to look at twenty years of total bust, this is it.

Contrast this with the last twenty years. Even though they aren't wonderful, they are not terrible. The twenty years from 1919 to 1939 really got an "F," whereas the twenty years from '45 to '65 got a C-minus. We haven't had a great depression. All we had in the United States was what I call mononucleosis of the economy--that is, we aren't quite sick enough to go to bed, but we get along--and the Europeans, of course, have done much better than this, and so have the Japanese. The rates of economic growth in the last twenty years have been unprecedented in human history before, especially outside the United States. We are further from a third world war today than we were from the second world war in 1939. You never know about this, of course, because of the random elements in the system; we have certainly been slipping down rapidly in the last few weeks, but we are still quite a long way from it. And we achieved the liberation of practically all the colonial countries in the last twenty years (of course, Portugal finds it pretty hard to get out of the sixteenth century), but apart from that this has been a remarkable period, and even though we haven't been very successful in economic development in the tropics, with some exceptions (Malaya, Jamaica, Puerto Rico, etc. have done well--but most of the tropical countries have not done very well), as compared with these extraordinary successes of the temperate zone. Still, as I say, we get at least a C-minus on it.

Some of it, though not all of this is economics. It would never have occurred to Herbert Hoover to have a tax cut as a remedy for depression, whereas today, we not only have a tax cut, but we predict exactly what it is going to do, and we are right within .05%. The development of econometric models of the American economy in the last twenty years has made an enormous difference to the sophistication of our image of the economy and of our ability to control it to the point now where I would say we will never have another great depression, unless we are just incredibly stupid, because of the fact that we have moved from a folk image of the economy to a sophisticated image of it.

Now in international systems we haven't done this yet. We are still operating the international system with folk knowledge. In fact, it's even worse than this, it is what someone described to me the other day as "club-knowledge," that is, the gossip you hear in the club. This is the level of information of our State Department and almost any foreign office anywhere around the world. The international system is still back with Herbert Hoover! It doesn't have to be this way. It is the principal business of this society to change this, to develop a body of professional competence, of sophisticated images, quantitative information in the international system, which will correspond to the sophisticated information we now have in the economic system. We are still a long way from this. It isn't only that we derive our images from gossip; the images are extraordinarily filtered through our values. All images are filtered through a value system--you can't help this. You gain knowledge, always by the loss of information, not by the gain of information; it is by filtering out knowledge that we gain knowledge. Imagine here that every one of you had a transistor radio tuned to another station and turned up in volume. It would be hard to get much across. We tune out all this, and we tune out information by the value system.

On the other hand, if our value system is of a certain kind, it will give us vast information. One of the great virtues of the scientific method is that it sets up what you might call random filters. This is the great importance of sampling of statistical method: that we develop rituals for the elimination of information in the interest of getting non-biased samples at the end of it. And in the international system we don't do anything like this. If I wanted to set up an information system designed for corruption, I would design something like the international system, where most of your information is derived from diplomats and spies. This is like deriving economic information from the gossip at the Union League and from Labor Department spies. How much economic policy could you get from this?

I think we can change this, but it needs a lot of organisation and it needs a lot of money. I am proposing that we set up a world system of social data stations like meteorological stations. If we want to investigate the atmosphere, we have to have meteorological stations at pretty regular intervals over the whole face of the globe. One of the reasons why meteorology is tough is that an awful lot of the globe isn't serviced in this way. But enough of it is that we have a pretty fair idea from day to day what is happening in the atmosphere. We have no real idea what is happening in the sociosphere. We have Tyros which looks at the world and can detect a teacup in the Soviet Union, but what you see isn't very important. It is what you hear that is important, and we have no system of this kind for collecting and processing the output of information from the sociosphere.

But I think we have the techniques to do this now. And I would hope that in another twenty-five years, we can get something like that, that we could get a social data station for every five million people. The information from this will be processed essentially, so that we can get information about who hates whom and who likes whom and what people are thinking, if anything, what people's attitudes are, if any, what makes them mad, if anything--almost hourly, at least quarterly. Under these circumstances, it should be possible to operate the international system. It isn't so hopelessly inept as the way we operate it today.

I think the international system is a disgrace to the human race. Here we are spending 120 billion dollars on the threat system, which means in a way that we are endangering the whole future of man, because even if we don't have a nuclear war, the sheer absorption of resources in the threat system is so great that it may actually prevent us making this crucial transition into what I call a stable high-level technology. We are playing with the whole future of the human race, because of this utter ineptitude of the international system, its scandalous inefficiency. What do we buy with 120 billion dollars? Insecurity. Inability to do anything that we want. Impotence. I think it is a bad bargain. I think we can do better than this. I want a better international system than this. I am not in this business for idle curiosity. I am in this business because I think it is a disgrace and we should do something about it.

And if we are really honest, we have to admit that we really know a fantastic amount about the international system. What is more, the people who operate the system don't want to know anything about it. They are insulated, even from the knowledge that we now have. This is perfectly clear if you look at our own State Department, which of all departments in government is most completely insulated from the intellectual community, and especially from the social sciences. We have good contact for social sciences contracts from Health, Education and Welfare, the Department of Defense, Agriculture. Any department of government has constant coming and going between the social sciences and itself.

Look at the relations between economics and government in this country. We deliberately overstaff our department by one-third, because we are pretty sure that one-third of our department will always be in Washington, either in the Council of Economic Advisors or elsewhere. There is constant contact between government and academic life, which is very healthy--everywhere except in the State Department, where there is practically none.

The amount of actual research that is done in the international system is almost negligible. Someone asked how many members the International Studies Association would have if everyone active in the international relations area would actually join it. Somebody said one thousand, and I thought that was pessimistic. This is an incredible scandal. Here is the most important area of the sociosphere; this is the thing that is going to make us or break us. We have 12,000 members of the American Economic Association; 15,000 members of the American Psychological Association, and 10,000 sociologists. And there are a miserable 1000 in international relations research. It is so unrecognized that there isn't even a name for it. And yet here is the professional competence that is most desperately needed if we are to move from folk images into sophisticated images in the international system.

I like to think of this organization as a beginning of professional, technical skill in the international system. Perhaps we haven't gotten very far with it yet. If we are honest, a lot of us operate by folk knowledge and club knowledge. A lot of this is all right. I am not saying that folk knowledge is necessarily wrong, but if it is right, you have to build it into the social sciences. We are beginning to get more sophisticated knowledge into the international system, and perhaps in ten years or so, we will have a profession. Then we can have a Council of International Advisers, like the Council of Economic Advisers in the White House.

Let me illustrate this from the current situation in Viet-Nam. I have been struck with two things there. One is the fact that we do know something about Viet-Nam, and that this knowledge is apparently completely confined to social scientists themselves. It is not to be found in the State Department itself. We have had a whole succession of lecturers this semester--anthropologists, sociologists, economists, political scientists, many of them people who have done field work in Viet-Nam, etc.--they all tell much the same story. It is a story which makes the State Department White Paper look absolutely preposterous. If they believe it, they are stupid, and if they don't believe it, they are dishonest. It is about as clear as that.

On the other hand, when you have said everything, when you have brought all the resources of the social sciences to bear on the Viet-Nam situation, we still know practically nothing about it. We are certainly in no position to stand up and give high advice, because we don't know. I have disbeliefs about whether it is true or not--I believe it is nonsense, but I can't demonstrate this. But I think it is nonsense as a citizen, not as a social scientist. As a social scientist, I don't have more competence here than anybody else. It seems to me that the same goes all down the line. When it comes to larger issues in the international system, we really have precious little more competence than anybody else.

Now, how we get this, I don't know. I would be very surprised if we couldn't do better than we do now--we certainly could not do much worse. Every major decision of every major country in international relations is based, as far as I can see, on total illusion. You can do this historically and see the incredible extent to which illusion is the norm in the image of the international system. Go back to Japan--as far as I can see the Japanese suddenly and completely went out of their heads in the '30's. They developed an image of the international system which was so unrealistic and so preposterous that it got them into their serious difficulties. If you think there isn't any law of gravity and you jump off the Empire State Building, you are in for trouble. And this is about where the Japanese were. The sheer unrealism of their images, looking back on them, is almost incredible.

As a matter of fact, you can go all the way down the line and look at North's study of the First World War and you see exactly the same thing--that everyone operated in a wholly unreal world. Unreality is the norm here in the international system. And how can you expect it to be anything but disastrous? So, as we can't do any worse than this, it must be possible to do better. And the only way I know is, first of all, to develop more adequate theoretical models of what you might call the total dynamics of the sociosphere. I do not believe you can develop an adequate theory of the international system alone, abstracting it out of the total sociosphere, simply because the things that often we do not regard as parts of the international system are really a crucial part of it. Take something like American agricultural policy: if you look at this in the '30's, you'd say that this couldn't have anything to do with the international system, that it was a domestic issue. But as we all know, American agricultural policy has had an enormous impact on the international system, and this is one of the most important characteristics today.

The Great Depression had an enormous impact on the international system. We certainly would not have had Hitler without it. Look at the differential rates of economic development in history and look at the impact of this on the international system. I would say that, over the long run, the differential rates of development are the most significant element of the international system itself, and no one can understand the international system without understanding that. And we just have to face the fact that we have to look at the sociosphere as a whole, and to understand its dynamics as a whole. I think we are beginning to do this.

Then we have to develop an information system that will feed into our images all dynamic developments and will also reveal the deficiencies in our knowledge. I think this is a reasonable program for the next twenty-five or fifty years, and I think we can make as spectacular advances in the social science of the international system in the next twenty-five years as we have made in economics in the last twenty-five or thirty years. Unless we do this, the outlook for the human race is a dim one.

ARMISTICE AS A THIRD STATUS BETWEEN "WAR" AND "PEACE"*

by Metin Tamkoc

Introduction

The situation in Viet-Nam, where the United States is deeply committed to the defense of the Vietnamese against "indirect aggression" of the Communists, presently occupies the attention of everyone. However, more so than anyone else, the American public seems to be wondering: "What are the United States' soldiers doing in Viet-Nam?" "Are they fighting or playing hide-and-seek?" "If they are fighting, are they fighting the North Vietnamese, or the Communist Chinese, or the Russians?" "If they are involved in a 'war' why don't they finish it quickly?" "If they are not involved in 'war' then why don't they leave the Viet-Namese to fight the issue out among themselves and come home?" "Or is this another Korea?"[1]

The White Paper on Viet-Nam issued by the Department of State reads:

> The war in Viet-Nam is a new kind of war, a fact as yet poorly understood in most parts of the world.... In Viet-Nam, a totally new brand of aggression has been loosed against an independent people who want to make their own way in peace and freedom.... In Viet-Nam, a Communist Government has set out deliberately to conquer a sovereign people in a neighboring state.[2]

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*This concept is originally developed in my book: Political and Legal Aspects of Armistice Status (Ankara: Middle East Technical University, 1963). The ideas expressed here are the result of further research on the subject matter of Chapter IV, "The Global Armistice: A Third Status Between 'War' and 'Peace'" of this book. I am grateful to K. Kurdas, President of the Middle East Technical University for his permission to use the above-mentioned book as a basis of this paper and to quote it freely.

[1] This confusion as to the developments in Viet-Nam may also be detected in the words of President Lyndon B. Johnson as quoted in Time magazine: "To retreat, he said, would be 'strategically unwise and morally unthinkable.' To expand the war might get the United States into a fight 'with 700 million Chinese.' On the very eve of the current crisis he reiterated to an associate his determination to go 'neither north nor south.'" Time (February 19, 1965), p. 16.

[2] U.S. Department of State, White Paper - Aggression From the North: The Record of North Viet-Nam's Campaign to Conquer South Viet-Nam, February 27, 1965. Full text is in Washington Post (February 28, 1965), p. 12-A.

However, the White Paper fails to explain the fact that the United States, the leader of the Western Bloc, is conducting an armed conflict[3] against what the White Paper describes as a "carefully planned program of concealed aggression" of the Communist Bloc, without a formal declaration of "war." In the contemporary jargon of international politics this situation is referred to as the "Cold War." It appears that the situation in Viet-Nam has now become the hottest operation of the "Cold War." In October-November 1962, the hottest spot of the "Cold War" was Cuba. Prior to that, the Bay of Pigs, Indian border region with Communist China, Quemoy and Matsu, Budapest, Suez Canal, Berlin, South Korea, to name only a few, were the hottest spots of the "Cold War" operations.

The term "Cold War" reflects a confused state of mind. It is the result of the confusion and the difficulty encountered in identifying the relations of states in the contemporary world. Such confusion is due to efforts in trying to place the contemporary status into one of the two traditional conditions: "war" and "peace." Furthermore, it is due to the notion that until there is a clear-cut case of "war" in the legalistic sense of the term, states remain in their mutual relations in a status of "peace." The term "Cold War," therefore, presupposes the existence of a general condition of "peace" as far as the relations of super-powers and their allies are concerned, during which "coercive measures falling short of war" are resorted to by the opposing groups.

However, if one reviews the changes that have occurred in the system and structure of international politics and analyses the nature of present day coercive measures, one could convincingly argue that since 1914 the world has been in a period of crises, a period of continuous fear, and violence, a period of transition from "war" to "peace" and vice versa.[4] The characteristic feature of this period of crises is the juxtaposition of "war" and "peace" at the same time and location, i.e., the synthesis of "war" and "peace" which contains the essential characteristics of both conditions.

The primary purpose of this paper, therefore, is to analyse the relations of the super powers together with their allies, who seem to hold the Damocles' sword over mankind, and try to determine the nature of the condition that prevails in the world, which appears to be neither "war" nor "peace."

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[3] In view of the difficulty in reaching an agreement as to the meaning of "war" and "peace" on the part of writers and policy makers, and because of the apparent disappearance of the distinction between these two conditions in recent years, these terms are used here in quotation marks and in place of the term "war" the term "armed conflict" is used throughout this paper.

[4] Gerhard von Glahn writes: "...the presence of methods of self-help short of war, in the twentieth century, represents a characteristic reflection of the state of transition in which international law and the community of nations are today." Law Among Nations (New York: The Macmillan Co., 1965), p. 498.

II. Moratorium on "War" and "Peace"

No one will disagree with Andrei Zhdanov that the world presently is divided into two camps. "The imperialist and anti-democratic camp, on the one hand, and anti-imperialist and democratic camp, on the other."[5] No one will further disagree with the notion that there is an ideological conflict between the diametrically opposed political-economic systems subscribed to by the members of these camps who see in the aims of the other side a threat to their existence and the kind of society they seek to build and preserve.[6] In this conflict of ideologies between the closed and open societies greater emphasis is being placed on unconventional means of coercion to defend or to enlarge their territorial limits.

The Communists, not inhibited by the ethical, moral or legal standards of their opponents, seem to have taken the lead in the mastery of new forms of "warfare" blending violent and non-violent means, such as subversion, infiltration, insurrection, indirect aggression, political, economic and ideological "warfare," on the basis of their concept that any means is justified to the extent that it furthers the cause of socialism. The Communists furthermore consider themselves, *vis a vis* the Western powers, in "...an intermediate stage, a twilight zone between war and peace."[7] In order to weaken the Western powers, the Communists encourage and support national movements for independence of the colonial peoples, for they look upon these movements as "lawful wars" of oppressed classes against oppressors. For example, Nikita S. Khrushchev is quoted as saying that:

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[5] See the speech of Andrei Zhdanov at the founding Conference of the Cominform in Wilisa Gora (Upper Silesia), September 22-23, 1947, quoted in Alvin Z. Rubinstein, *The Foreign Policy of the Soviet Union* (New York: Random House, 1960), p. 216.

[6] See Frederick L. Schumann, "Among the many tragedies of the 20th Century, a central tragedy, contributing in sundry ways to many others, has been the persisting pattern of mutual distrust, fear and hatred between the rulers of Russia and the rulers of the Western powers," *Government in the Soviet Union* (New York: Thomas Y. Crowell Co. 1961), p. 152.

[7] John Foster Dulles wrote: "Soviet Communism has invented an intermediate stage, a twilight zone between war and peace. The descriptive phrase 'not war, not peace' is said to have been uttered by Trotsky in connection with the Treaty of Brest-Litivsk.... Trotsky is gone, but the policy which launched remains. It not only remains, but has been implemented in ever mounting degrees." *War or Peace* (New York: Macmillan Co., 1950), p. 171. Lenin once wrote: "'War is simply the continuation of politics by ot[illegible] (i.e. violent) means.' This formula belongs to Clausewitz...who[illegible] ideas were fertilized by Hegel. And this was always the standpoint o[illegible]x and Engels..." Quoted in James D. Atkinson, *The Edge of War* (Chicago: Henry Regnery Co., 1960), p. 64.

> Liberation wars will continue to exist as long as imperialism exists, as long as colonialism exists. These are revolutionary wars. Such wars are not only admissible but inevitable, since the colonialists do not grant independence voluntarily. Therefore, the people can attain their freedom and independence only by struggle, including armed struggle.

The ideological conflict is being fought between those who are defending "freedom" and those who are seeking to "enslave the world." The crux of the matter is the camp which is defending "freedom" is yet unclear in the minds of many; but this is a different story! The fact remains, however, that the following events are the outward manifestation of the existing total conflict between Soviet Communism and the Western world: the Uprising in Iranian Azerbaijan (1945-46); the Indonesian "war" (1945-47); Chinese "Civil War" (1945-49; Arab-Israeli "War" (1948-49); Korean "War" (1950-53); Berlin Blockade (1948-49); Guatemalan Revolt (1954); Algerian "War" (1956-61); the Invasion of Sinai by Israel and the invasion of Sues Canal by France and Great Britain (1956); the Hungarian Uprising (1956); the battles over Quemoy and Matsu (1958); Cuban Revolt (1958-59); "U-2 incident" (1960); "Civil War in the Congo" (1960-62); Invasion of Indian territories by Communist China (1961); the invasion of the Bay of Pigs in Cuba (1961); "the Blockade of Cuba (1962); "Civil War in Cyprus (1963-64) and currently the "War in Viet-Nam."

These events point to two directions, namely (a) the non-existence of the condition of "peace" between the Western and Communist Blocs and consequently the non-existence of the same in the world; (b) the existence of a serious threat to the political independence and territorial integrity of the non-Communist states, which shows itself in the nature of "war by proxy or by volunteers";[8] rebellion and "civil war," infiltration and subversion supported by foreign powers. Curiously enough, despite these armed confrontations and the non-existence of "peace" the opposing groups continue to maintain normal diplomatic, economic and cultural relations.

If these opposing power blocs are not in a "state of peace" are they in a "state of war?" The answer is no. No, not because there has been no declaration of formal "war" but because of the practical impossibility of an all-out armed conflict between the United States and the Soviet Union. Today's struggle between these two powers takes place in a world where the techno-scientific discoveries have caused the shrinking of both space and time, bringing the opponents dangerously close to each other and in a world where man has acquired the capability of giving an end to life on this planet.

Neither of the opponents has the power to achieve victory in an all-out thermonuclear armed conflict; it has only the power to deny victory to the other side. Thus, the traditional significance of victory and defeat, of territorial integrity and political independence, of space and time, of "war" and "peace" seems to have disappeared. Particularly an all-out armed conflict has become no longer a national objective for the imposition of one's will upon the other because of the existence of a precarious "balance of terror"--a parity in nuclear capabilities, a stalemate between the United States and the Soviet Union. It appears, therefore, that these two super powers have tacitly declared a moratorium on "all-out nuclear war."[9]

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[8] See Inis L. Claude. Power and International Relations (New York: Random House, 1962), p. 197.

It is, therefore, maintained here that as far as the relations of the Western and Eastern Blocs are concerned, there exists a *de facto*, if not *de jure*, moratorium on "peace" and "war," the duration of which is indefinite. This situation may be considered as analogous to a stalemate armistice condition between the two belligerent powers. The global armistice condition that exists between the two global powers to a large extent regulates the political-economic-military developments in the small countries of the blocs, in newly emerging nations, and in the divided countries, such as in Germany, Korea, and Viet-Nam.

At this point it seems appropriate to stop for awhile and review the traditional views on "war" and "peace" and the new doctrine of the state of intermediacy.

III. The Dichotomy of "War" and "Peace" and the Doctrine of the State of Intermediacy

In their treatment of the relations of states, most of the modern writers tend to think in terms of the traditional dichotomy of "war" and

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[9] During the Cuban crisis of 1962 President John F. Kennedy had stated unequivocally that the United States would not "prematurely or unnecessarily risk the cost of world-wide nuclear war in which the fruits of victory would be ashes in our mouth..." U.S. Information Service, Official Text (Ankara), October 23, 1962, p. 2. In this connection Georg Schwarzenberg writes: "In his Report to the Supreme Soviet of the Soviet Union (1962), Khrushchev echoed these words when he referred to a world living on a 'mined powder magazine, crammed with thermonuclear weapons,' and neither of these leaders can be easily decried as a perpetual pessimist," *Power Politics* (New York: Frederick A. Praeger, 1964), 3rd ed., p. 534. On the other hand, Herman Kahn argues that "there are many ways in which a war might start today. In semi-technical jargon, these can be put into four rough categories: (1) Inadvertant War; (2) War as a Result of Miscalculation; (3) Calculated War; and (4) Catalytic War. These categories doubtless do not exhaust the ways in which a war might start, nor do they represent mutually exclusive possibilities." *Thinking About the Unthinkable* (New York: Horizon Press, 1962), pp. 39-40.

"peace."[10] They follow the steps of Hugo Grotius who quotes Cicero to the effect that there is no middle ground between "war" and "peace," i.e., *inter bellum et pacem nihil est medium.*[11] They maintain that states in their mutual relations proceed from "peace" straight into "war" or vice versa. These writers further maintain that the "coercive measures falling short of war" takes place in time of "peace" for the simple reason of the non-existence of a formal declaration of "war," between the parties concerned, and because of the fact that such coercive measures have been traditionally treated in the international law of "peace."

On the other hand, there is a group of contemporary writers who find it difficult to remain within the confining walls of the dichotomy of "peace" and "war." Judge Philip C. Jessup maintains, for example, that as a fact the United States and the Soviet Union are in a "state of intermediacy."[12] The characteristic features of the state of intermediacy, according to Judge Jessup are: "a) a basic condition of hostility and strain"[13] between the opponents; b) the hostility being so "fundamental and deep-rooted" that "no solution of a single tangible issue" can terminate it; c) "an absence of intention or at least of a decision to resort to war as a means of solving the issue."[14]

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[10] Lord Arnold D. Mcnair is one of the leading proponents of this view, who observes that "Peace and War are mutually exclusive, there is no half-way house.... There are many measures of redress falling short of war, but the state of relations between States by whom and the state against whom such measures are taken continues to be peace until one or both of them is converted into war," "The Legal Meaning of War, and the Relation of War to Reprisals," *Transactions*, Grotius Society, 33 (1926), p. 29. This view is also supported by many court decisions which usually make reference to the dictum of Lord MacNaughten in *Janson v. Dreiftein, Consolidated Mines Ltd.* (1902) in which he declared that "the law recognises a state of peace and a state of war, but it knows nothing of an intermediate state which is neither the one thing nor the other--neither peace nor war," quoted in *In re Hourigan* decided on November 27, 1945, by the New Zealand Supreme Court, *Annual Digest of Public International Law Cases* 1943-45, p. 418.

[11] Hugo Grotius, *De jure belli ac pacis libri tres* (Classics of International Law, Clarendon Press, 1925), p. 832.

[12] According to Frits Grob, the originator of the term "intermediate state" was Lord Clarendon, the Secretary of State for Foreign Affairs, who during the Crimean War, on February 14, 1864 had made the following statement in the House of Lords: "We are not at war, because war is not declared--we are not strictly at peace with Russia.... I consider that we are in the intermediate state; that our desire for peace is just as sincere as ever, but then I must say our hopes for maintaining it are gradually dwindling away and that we are drifting toward war," *The Relativity of War and Peace: A Study in Law, History and Politics* (New Haven: Yale University Press, 1949). p. 17.

[13] Charles de Visscher calls this "hegemonial tension" which represents the highest degree of political antagonism, *Theory and Reality in International Law* (Princeton: Princeton University Press, 1957), translated by P. E. Corbett, p. 82.

Another outspoken advocate of the need to recognise an intermediate status is Julius Stone who views the contemporary conflict as taking place neither in time of "peace" nor in time of "war." He argues that "the 'normalcy' of this condition of 'no peace--no war' is an unpleasant truth, but it is one that must be faced for the sake of human survival."[15]

Professor Schwarzenberger also argues that the doctrine of the alternative character of "peace" and "war" disregards altogether the realities of state practice. He maintains that "coercive measures falling short of war" which are being resorted to at an increasing degree between states do not belong either to "the status of peace" or "the status of war"; on the contrary they "belong to a border-land of their own between the state of peace and war. They are neither pax belliccsa nor bellum pacificum, but are commensurate to a status mixtus, a state of intermediacy between peace and war."[16]

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[14] Philip C. Jessup, "Should International Law Recognise an Intermediate Status Between Peace and War?" A.J.I.L. 48 (1954), p. 100; see also his article "Intermediacy," Acta Scandinavia juris gentium, 23 (1953), p. 17.

[15] Julius Stone, Legal Controls of International Conflict (New York: Rinehart and Co., 1959), p. xxvii; John H. Herz also considers the present situation of global conflict as a normal status because of the impossibility of attaining complete security and the almost impossibility of resorting to a preventive "war." He argues that "...we live in that continual uncertainty that lies between 'war' and 'peace'..." International Politics in the Atomic Age (New York: Columbia University Press, 1959) p. 273. Lucio M. M. Quintana calls this third status as "neutral status" describing a state of relations where there is neither "peace" nor "war." El Tercer Estrado del Derecho Internaccional (Muchen: Biblioteca Grotiana, 1954), II, pp. 38-39; See also Hugh Seton-Watson, Neither War Nor Peace: The Struggle for Power in the Post War World (New York Frederick A. Praeger, 1960), p. 9, where the author states that since the end of the hostilities in the Second World War, "the World has remained in a condition of neither war nor peace."

[16] Georg Schwarzongerger, Power Politics (New York: Frederick A. Praeger, 1964), 3rd ed., p. 191; see also "Jus Pacis Ac Belli?" A.J.I.L., 37 (1943), p. 460, where Professor Schwarzenberger argues that "the doctrine of war as a status and objective phenomenon breaks down over the reality of the status mixtus. This status is not separated from those of peace and war by any objective tests. States contend by power in peace and war. In the state of peace, they are limited to the use of economic and political power. In the status mixtus, they supplement these forms of power by the use of military power. In the state of war, they use all available forms of power." See also his article "The Impact of the East-West Rift on International Law," Transactions, Grotius Society, 36 (1950), p. 229.

It seems that the doctrine of intermediacy is gaining more support from writers who address themselves to the problems of the contemporary world. For example, von Glahn writes:

> The concept of intermediacy is an intriguing one--it possesses much merit as a device to illuminate the zone between peaceful relations and general (total or all-out) war, and might serve extremely useful purposes in outlining the rules possible of application to the currently fashionable concept of limited war and to 'limited friction'...since the concept appears to exist in practice, perhaps here, too, the law ought to follow the current activities of its subjects and provide guidelines and regulations for those activities.[17]

Looking at the problem from the standpoint of Communist approach to "war" James D. Atkinson argues that in order to impose their system upon the rest of the world, not directly through military force but indirectly through unconventional means of coercion, the Communists "have conjoined both war and peace so that all of man's activities...are harnessed to Marxist-Leninist cannons that delineate precisely what a totally new world ought to be on every plane." He concludes that the Communists "are engaged in a conflict of civilizations that is of such magnitude that it should be called *polyreconism*, the fusion of war and peace."[18]

A majority of the writers and particularly those who reject the concept of the state of intermediacy[19] seem to overemphasize the importance of abstract principles and formal rules of traditional international law. They attribute certain predetermined legal consequences to these abstract formulations and disregard the realities of international politics. Such an attitude often leads one to the mixing of utopia with reality: the what *ought* to be with what *is*.[20] Yet, law in general and international law *in particular* is a dynamic institution to the extent that it reflects the political realities. As Professor Claude observes: "In a society of contending groups, law is *not* the only effective way of preventing violence, or even the most important method; instead, politics is the device which has proved most useful."[21] The task of those who deal with the legal problems of states must be "...to weed, to prune, to create--not to cling to outmoded solutions of another era and bemoan the passing of international law."[22] This is what the proponents of the doctrine of intermediacy are attempting to do. They are trying to close, at least narrow down, the gap between state practice and the old rules of international law.

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[17] von Glahn, *op. cit.*, p. 533; see also Wolfgan Friedmann, *The Changing Structure of International Law* (New York: Columbia University Press, 1964), p. 271, where the author states: "The legal consequences of such a state of intermediacy are far from clear, but it is arguable that they would, for example, include limited restrictions on the freedom of the seas hitherto recognized only in war but falling short of full-scale blockade. It might also lead to more elaborate sets of rules on intervention and counter-measures intermediate between war and peace."

[18] Atkinson, *op. cit.*, p. 275.

[19] For example, one writer argues that if a state of intermediacy is recognized "legal thinking would degenerate into political arbitrariness without the confining walls of the firmly established distinction between war and peace," Lothar Kotsch, *The Concept of War: In Contemporary History and International Law* (Geneve: Librairie E. Droz, 1956), p. 241; According to Fritz Grob, the term "intermediate state represents...some of the worst kind of legalistic verbiage that can be imagined," *op. cit.*, p. 222; Soviet Professor Gregory I. Tunkin, also argues that since under contemporary international law "war" is considered as the "greatest breach of international law," and the "acceptance of the proposal to introduce in international law this 'third status' would result in

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legally consecrating the situation of international tension and 'cold war'," "Coexistence and International Law," Recueil des Cours. (1958) III, p. 52; see also Gregory I. Tunkin, "Peaceful Cooperation or 'Intermediate Status'," *New Times* (Moscow) No. 25 (June 1956), pp. 8-10; CF. Nathan Feinberg, *The Legality of "State of War" After the Cessation of Hostilities* (Jerusalem: Magnes Press, 1961), pp. 48-51. Professor Myres S. McDougal while rejecting the dichotomous approach as artificial and abstract and ultimately untrue in the sense of not corresponding to contemporary realities, questions the usefulness of recognising an intermediate status in the face of the complexity of process of international coercion. He is of the opinion that "a method of analysis more comprehensive and flexible than either dichotomy or trichotomy seems necessary," because international coercion that takes place between the polar extremes of "war" and "peace" encompasses "a continuum of coercive practices of infinitely varying modalities and degrees of intensity." He, therefore, concludes that "between the polar extremes of the lowest and highest degrees of coercion there is not one stage of intermediacy but countless stages... "Myres S. McDougal and Associates, *Studies in World Public Order* (New Haven: Yale University Press, 1960), p. 245; See also Myres S. McDougal, "Peace and War: Factual Continuum with Multiple Legal Consequences," *A.J.I.L.* 49 (1953), pp. 66-67.

[20] On the gap between normative law and customary law, see Urban G. Whitaker, *Politics and Power: A Text in International Law* (New York: Harper and Row, 1964), pp. 42-43.

[21] Claude, *op. cit.*, p. 265.

[22] Morton A. Kaplan and Nicholas deB. Katzenback, *The Political Foundations of International Law* (New York: John Wiley and Sons, Inc., 1961), p. 29.

The doctrine of intermediacy appears to reflect more accurately the existing realities of international politics. However, when the advocates of this doctrine argue the existence of a third status between "war" and "peace" they primarily refer to the twilight zone of the coercive measures falling short of "war." Since these measures are undertaken during a period of "peace" it appears that they consider this third status closer to "peace" than "war," for such measures which carry limited objectives are "pacific" in character and the state against which such measures are undertaken has not decided to go to "war." Starting from this point the doctrine of intermediacy may be criticized on the following grounds.

First, there seems to be a contradiction between the dominant notion of the doctrine, that is "the basic condition of hostility," and the alleged condition of "peace" between states who resort to coercive measures falling short of "war." The idea of "basic conditions of hostility" is more descriptive or a "warlike" relation between the opponents. It would be more accurate, therefore, to maintain that the third condition is closer to "war" than to peace."

Second, the coercive measures resorted to by the United States and the Soviet Union are not only more numerous than envisaged by traditional international law but also their natures are different. For example, the term "quarantine" used initially to describe the action adopted by the United States against Cuba in October-November 1962, "was a new method of blockade,"[23] containing the elements not only of pacific blockade but more so the elements of a "war-time blockade." Furthermore, "war by proxy" such as the one being waged in South Viet-Nam, the invasion of the Bay of Pigs in 1961, invasion of Indian territories by Communist China, the U-2 incident, invasion of Sinai by Israel, invasion of the United Arab Republic by Great Britain and France, the Hungarian Uprising of 1956, and a host of coercive measures including indirect aggression, intervention, infiltration, subversion, etc., cannot be considered similar to those sanctioned by traditional international law of "peace."

Third, since the traditional coercive measures falling short of "war" take place during the time of "peace," nothing should prevent the

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[23] von Glahn concurs in this view, see op. cit., p. 510; Friedmann argues that "the development of many forms of hostile international activities that are difficult to fit into the established categories, such as the Cuba 'quarantine' or the various forms of 'indirect' aggression, lends substance to the suggestion...that there may be developing a state of 'intermediacy' between peace and war....:" op. cit., p. 271. Concerning the Cuban "quarantine" Professor Friedmann writes: "It was quite clear...that the United States would have imposed quarantine and taken any further military measures necessary to remove or destroy the missile threat from Cuba...even if a Security Council or General Assembly resolution of the United Nations had actively opposed such intervention," p. 260; see also Quincy Wright, "The Cuban Quarantine," A.J.I.L. 57 (1963), p. 546.

the opponent from exchanging the patterns of "peace" for that of "war," whereas under present conditions the opponents are precluded from starting a thermonuclear armed conflict because of the tacit moratorium on such a "war."

Fourth, the traditional coercive measures were in the past resorted to primarily by a great power against a small power, whereas the unconventional means of coercion at present are being used either directly between great powers or indirectly by their proxies.

In view of these considerations, in place of the term "state of intermediacy" describing the third status between "war" and "peace" the term "armistice condition" is suggested here. The term "armistice condition" denotes the state of affairs that prevails during the existence of a de facto moratorium on all-out nuclear armed conflict at which time hostile opponents continue to resort to unconventional means of coercion for the purpose of weakening the enemy from within.

IV. Armistice as a Third Status

"Peace" must be regarded as a state of affairs during which states adjust their interest primarily through political processes. When there occurs a breakdown in political adjustment of interests, and thus the possibility of "peaceful change" is blocked, and states resort to unlimited forms of coercion for the purpose of overpowering their opponent and imposing their will upon the enemy, they must be considered in a state of armed conflict. It appears that states seldom find themselves in a state of "peace" because of the existence of mutual fear and suspicion which precludes the proper functioning of the political process of adjustment of mutual interests. In such a society, therefore, "war" becomes a normal condition, which is concommitant to anarchy. However, the mere absence of a legal state of armed conflict must not be construed as "peace," because states may consider all-out armed conflict detrimental to their vital national interests and instead resort to limited means of conventional or unconventional means of coercion. This situation must be considered closer to an armed conflict and must be viewed as constituting an armistice condition.

Armistice condition may be due to the following developments:

1. The use of limited means of coercion for limited ends, i.e., an intention to affect but not to crush the opponent's will; example: the conflict between Turkey and Greece over Cyprus.

2. Conversion of active armed conflict into armistice condition because of (a) the impossibility of overpowering each other; (b) the intervention of great powers or an international organization for the cessation of the military operations; example: the armed conflict between Israel and the Arab States.

3. The achievement of equal capacity of total destruction through thermonuclear weapons which forces the opponents to concentrate on

unconventional means of coercion in order to weaken each other from within; example: the conflict between the Western and Communist blocks.

Theoretically, in the first two cases there exists the possibility of starting or resuming the armed conflict. However, in fact, under the impact of the nuclear stalemate between the two opposing power blocs such a possibility becomes almost nil. This may lead one to conclude that an armistice agreement signed under those conditions terminates the legal state of armed conflict and initiates the armistice status between the belligerents.

The third case, following the first, leads to the permanency of armistice status between the opponents, for the more opponents realise the risks of total conflict, the greater will be the tendency for the condition of armistice to perpetuate itself.

Admittedly, this new concept of armistice status is contrary to the concept of armistice as envisaged in the Regulations annexed to the Hague Convention IV of 1907[24] and to the views of writers,[25] army manuals,[26] and court decisions.[27] However, everyone will agree with the argument that the institution of armistice has undergone basic changes in state practice since 1918.[28] It now exhibits basically two types: (a) Capitulatory Armistice (examples: Armistice between the Ottoman Empire and the Allied Powers of October 1918; Armistice between France and Germany and Italy of June 1940; Armistice between Italy and Allied Powers of September 1943; the Unconditional Surrender terms imposed upon Germany in May 1945); (b) Stalemate Armistice as a result of the mediatory influence of Great Powers or world organisations (examples: Armistice between Lithuania and Poland of 1920; Armistice between Turkey and the Allied Powers of 19[illegible]; Renville Truce Agreement between Indonesia and the Netherlands of 1948;

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[24] This Convention may be found in Marcel Deltenre, *General Collection of the Laws and Customs of War on Land, on Sea, Under Sea and in the Air According to the Treaties Elaborated by the International Conferences since 1856*, (Bruxelles: Les Edition Ferd, Wellens-Pay, 1943).

[25] Lassa Oppenheim, *International Law: Disputes, War and Neutrality* (London: Longmand, Green and Co., 1952) 7th ed. Edited by Sir Hersh Lauterpacht, p. 548; Col. Howard S. Levie, "The Nature and Scope of the Armistice Agreement," *A.J.I.L.*, 50 (1956), p. 881.

[26] U.S. Department of Army, *FM 27-10, The Law of Land Warfare* (Washington: Government Printing Office, 1956), paragraph 479.

[27] See *Dusseldorfer Allgemeine Versicherung A.G.U.L.* Case in *Annual Digest and Reports of Public International Law Cases: 1919-1922*, p. 441; and *Kotzias v. Tyser* case *Ibid.*, p. 443.

[28] Some of these changes are recorded in Col. Levie, *op. cit.*

Armistice Agreements between Israel and the Arab States of 1949; the Korean Armistice Agreement of 1953; the three Armistice Agreements of Indo-China of 1954).[29] Secondly, the contents of armistice agreements have become a matter of direct concern to the third states which include far-reaching political, economic, social, as well as military conditions. Thirdly, armistice agreements seem to have taken the place of "preliminaries of peace" if not "peace treaties"[30] because of the intervention of great powers for the purpose of preventing the armed conflict between two small powers escalating into a world-wide thermonuclear armed conflict, thus creating a stalemate armistice condition. Fourthly, and most important of all, the establishment of an armistice condition without the prior existence of "legal state of war" between the opponents which has world wide ramifications as seen in the relations between the United States and the Soviet Union. To reiterate, the characteristic features of this armistice condition are as follows:

1. The existence of deep-rooted hostility, fear and suspicion;
2. the absence of intention to adjust mutual vital interests through political process, despite lip service to the concept of "peaceful co-existence";
3. the existence of moratorium on "peace" and "all-out war";
4. the establishment of *de facto* buffer zones (shock-absorber areas) along the periphery of each opponent, perhaps analogous to demilitarized zones of the armistice regime envisaged by the Hague Regulations;
5. the resort to unconventional means of coercion to affect the will of the opponent;
6. the maintenance of diplomatic, economic, cultural, etc. relations; and
7. the conversion of the United Nations from a collective security agency[31] into a "neutral meeting ground," where victory is sought.

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[29] For a detailed treatment of these and other changes in armistice agreements see Tamkoc, *op. cit.*, pp. 13-56.

[30] Referring to modern armistices, particularly the Armistice Agreement between Israel and the Arab States, Shabatai Rosenne argues, "... little purpose is served by trying to fit them into the strait-jacket of *a priori* dogma," *Israel's Armistice Agreements with the Arab States* (Tel Aviv: Blumstein's Bookstore, 1951), p. 85.

[31] For example, the Secretary General of the United Nations U Thant writes: "There has been a tacit transition from the concept of collective security, as set out in Chapter VII of the United Nations Charter, to a more realistic idea of peace-keeping. The idea the conventional military methods--or, put it bluntly, war--cannot be used by or on behalf of the United Nations to counter aggression and secure peace, seems now to be rather impractical," an address to the Harvard Alumni Association delivered on June 13, 1963, in Lincoln P. Bloomfield, *International Military Force* (Boston: Little Brown Co., 1964), p. 260.

In this connection it is interesting to note that the United Nations, which has been created for the maintenance of the status quo--called "peace"--as arranged by the victorious war-time coalition, has become an agency for the preservation of armistice condition throughout the world. The Security Council or the General Assembly--when the interests of the Great Powers demanded--call for the establishment of localised armistice condition in order to prevent the aggravation of the situation to be supervised by disengagement forces of the United Nations.[32] The provisional measures taken by the Security Council, under Article 40 of the Charter, may be considered as the legal basis for the establishment and maintenance of the localised armistice conditions. It must be pointed out that these arrangements are the result of the tacit agreement of the Great Powers of the Security Council, particularly the United States and the Soviet Union.

These two super powers have preferred to let the "Korean War" end in a stalemate armistice condition rather than let it develop into a thermonuclear armed conflict. They have declined to push the Berlin crisis, since 1948, to the point where each side would have no choice but to anihilate the other, and with them the whole world. They preferred to retreat from their positions in the Cuban crisis of 1962 instead of risking a thermonuclear holocaust. They have prevented the escalation of the Suez crisis of 1956, the Hungarian uprising of 1956, the Congo Crisis of 1960 into an all-out armed conflict. They have agreed in 1963 on the establishment of a direct communication link between Washington and Moscow and on banning nuclear tests on the ground, on sea and in the airspace. They have tacitly postponed, perhaps indefinitely, the settlement of territorial questions such as in Germany, Korea, Viet-Nam, and satellite countries. They have thus tacitly established a *de facto* global armistice condition which has a direct impact on the very existence of every state in the world.[33]

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[32] These are incorrectly called "peace-keeping forces"; instead they should be called "disengagement forces of armistice condition." For example, the United Nations Special Commission on the Balkans, 1947; the United Nations Observer Group of military officers in Kashmir, 1948; the United Nations Truce Supervision Organisation in Palestine, 1949; the United Nations Emergency Force in the Middle East, 1956; the United Nations Observer Group in Lebanon, 1958; the United Nations Force in the Congo, 1960; the United Nations Security Force in West Iran, 1962; the United Nations Observer Group in Yemen, 1963; the United Nations Force in Cyprus.

[33] Adlai E. Stevenson describes this situation in these words: "I regret that people here at the United Nations seem to believe that the cold war is a private struggle between the two super-powers. It isn't a private struggle; it is a world civil war--a contest between the pluralist world and the monolithic world--a contest between the world of the Charter and the world of Communist conformity. Every nation that is now independent and wants to remain independent is involved, whether they know it or not. Every nation is involved in this grim, costly, distasteful division in the world no matter how remote and how disinterested," U.S. Information Service, *Official Text* (Ankara), October 24, 1962, p. 6.

V. Conclusion

Today, the world seems to find itself in complete uncertainty because of the juxtaposition of the old and the new concepts and institutions, such as "freedom" and "slavery," "aggression" and "self-defense," territorial states and blocs of states, the most primitive and the most advanced societies, "the state of war" and "the state of peace."

Confusion is universal. Everyone feels insecure and is afraid of his neighbor. There is mutual suspicion and fear. There is a global armistice condition, which may come to an end by the outbreak of a thermonuclear holocaust or by the elimination of mutual fear and suspicion, thus bringing a true "peace" to all. The first alternative, with all due respect to Herman Kahn, is unthinkable.[34] The second is possible only through the long and arduous process of political adjustment of mutual interests in which the Western democracies are well versed. Western democracies are equipped to take this challenge.

It is my contention that the establishment and preservation of "peace" depends upon the prevention of "war" and not waging a successful "war" against the "so-called aggressor" nations. And the prevention of armed conflict depends on the art of political adjustment. It seems that there is no other better condition than armistice for this purpose. During an armistice condition, the opponents have to treat each other on a footing of absolute equality and reciprocity. Political adjustments between the opponents have to give no greater advantage to one side or the other.

The prolongation of armistice condition may be of benefit to statesmen and nations alike in that they may yet learn to prevent the last "civil war" among men through "successful political process" which "is the dominant feature of government at its best."[35]

The traditional rules of international law no longer correspond to the global armistice condition. Jurists, therefore, must seriously attempt to weed, to prune, the old rules and introduce new ones based on the realities of contemporary life.[36] Jurists must assign a specific place to the armistice condition between "peace" and "war" in their treatment of international law. Formulation of new rules of armistice condition may exercise a positive influence on statesmen. Then there would be less tendency to see the relations of states in terms of "black" and

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[34] See "Chapter One: In Defense of Thinking" Kahn's highly interesting book *Thinking About the Unthinkable*.

[35] Claude, *op. cit.*, p. 263.

[36] Professor Whitaker observes, "...the function of law is to lead mankind toward progress by finding a realistic balance between current practice *is* and what we hope future practice *will be*," *op. cit.*, p. 46.

"white," and less likelihood of advocating a preventive or pre-emptive all-out armed conflict. Thus normalcy of limited armed conflict for limited ends would have been regulated. The hostile opponents will probably display greater disposition to negotiate their differences first on minor problems, then make sincere efforts to settle major issues such as disarmament and the problem of German re-unification, the Gordian knot of the 20th Century.

Until then the world is bound to live in this gray area, the armistice condition between "war" and "peace."

CRISIS MANAGEMENT: LESSONS FROM THE CONGO[*]

by Edmund A. Gullion, Dean of the Fletcher School of Law
& Diplomacy at Tufts University

My topic is "Crisis Management: Lessons from the Congo," which sounds presumptuous. I think it is admissible, however, if it fits into the theme of this conference. I understand that your purpose is to study the phenomenology of crisis, as if it were an illness; or, in the words of T. S. Eliot, "a patient etherised upon the table"; to study cause and effect, to detect any common pattern which might enable us to predict the course of crises or their life span and how to anticipate them, how to cope with them and manage them, and how to deal with aftermath. I stress the word aftermath, because it seems to me that it is in aftermath that the seeds of the next conflict are always present. I need not dwell on this before an audience composed of people interested in international studies, but it has always been true--it was true in World War I, it is true in the Congo today, and in scores of situations which I could cite.

I think we should anyway try to begin with definition, so I went to that scholar, Webster, to see if he had anything to contribute. He describes a crisis as "that change in illness after which its course proceeds either to recovery or to death." That seems a little drastic for our international studies. He also refers to crisis as the "culminating point" or "crucial point," and--what I like particularly, as the "turning point." This, it seems to me, is what students of the social sciences should try to identify--the turning point, the hinge of fate, the point which, if recognized, can be worked upon, where you can still exert leverage, where you can manage a crisis and still hope to bring it around to your own ends.

I submit, however, that popular opinion is not really concerned closely with definitions of crisis; most people would grade an international crisis according to the inches of headlines it rates, that is, by a kind of quantitative test. This is clear in situations which present a threat to the peace, basically a threat to the security of the United States, and in recent years, of course, it has seemed to mean that a four-star crisis is one that threatens to involve a show-down between the United States and the Communist world. Now, if this were all there were to it, it would be easier to study the anatomy and the ecology of crisis, because crises between the Sino-Soviet world and ourselves have tended to assume certain patterns during the period of the atomic stalemate, especially since the atomic stalemate was recognized in all its implications by both sides, and particularly since the Cuban missile crisis. But again at the risk of pushing in an open door and dwelling on things you know best about, I suggest that as a people we Americans tend too much towards exclusive concern with that kind of a crisis. After all, there are scores of incipient crises all around the world, which come to term even without the intervention of ourselves or the Soviet Union; true, there are certain situations which are presently being aggravated by the conflict between the great powers, or by one or two of them, but each of these would move toward crisis even if the great powers were not involved. In the place I have recently left (Republic of the Congo), the Balubas, the Luluas and the Chilubas and the other tribes will always live in a state of armed peace, until some great progress is achieved there; when law and order and the infrastructure of the economic system are in decline, the tensions between such tribes tend to become uncontrolled and tend to produce crisis.

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[*] Extemporaneous remarks by the former U.S. Ambassador to the Republic of the Congo, 1961-1963.

Look around the world. You need not be worried about the Cold War to predict a crisis internally in Indonesia, or a crisis growing out of population pressures in Latin America; even if there were no Communists in China, it would be possible to conceive of a crisis some day between China and the Soviet Union, between China and India, between Indonesia and Malaysia, between Tunis and Algiers, between Ethiopia and Somaliland. I recall the range of these world-wide arenas to emphasize that we should not have too sectarian or egotistic a point of view as to what constitutes crisis.

The Congo is either a very inconvenient illustration or a very apt one because it seems to combine so many different forms of crisis--some of them discontinuous, some of them closely connected in varying time phases. What I shall try to do this afternoon is to examine some of the issues which came to crisis in the Congo, attempt some conclusions about them for the conduct of the foreign policy of the United States, and to infer something about lessons for the management of a crisis.

Now, what was at stake and what is at stake in the Congo? I think you know the material stakes--I feel that you know those things and I don't have to talk about them. The Congo is the cockpit of Africa. It has frontiers with nine countries. With its propensity for attracting public attention, it has become unfortunately and unfairly associated in American eyes with the future of Africa. We tend to identify things that happen in the Congo with the course that Africa as a whole will take and to predict the future of the continent by reference to one unhappy country.

The policy of the United States seeks a united Congo, not under the sway or domination of any power--not ourselves, nor the Soviet Union. The emphasis was on unity. And why so much emphasis on unity? Precisely because we believe that if the Congo should break into pieces, some predatory powers would pick up those pieces. This is why the Katanga was a threat, because it did set the stage for a series of secessions. When I went out to the Congo, in 1961, there was not one but three incipient secessions. Three of the five provinces of the Congo were in secession, not just the Katanga. It was difficult to deal with either of the other two as long as the Katanga secession effort continued. In the Katanga, also, Mr. Tshombe was arrogating to the province about half of the foreign exchange earnings of the entire country and about the same proportion of the fiscal earnings, an economic squeeze which was slowly strangling the rest of the country. But the greater danger was the setting up of a process of balkanization and disintegration in the Congo. Balkanization of the Congo could have brought nearer to term the thing that all of us have to dread so much, and that is a North-South or black-white confrontation on the continent of Africa with all of its dreadful implications for this country--and the possibility that such a struggle might be seized upon and exploited and escalated by our adversaries. All this was at stake in the Congo in addition to the material stake.

What the United States did in this situation was to try to keep the country aloof and guarded from the Cold War. Remember that this wasn't long after the Korean conflict. We were still very much under the spell of the implications of that conflict. We did not want another Korea to burst out in the cockpit of Africa. And this is why, when Lumumba came to the United States in the early part of 1960, and wanted direct United States assistance he was told, in effect, "Oh, don't do that--the modern way to handle these things is to apply to the United Nations. That is the best way to prevent your country from being embroiled in the cold war or possibly ravaged by hot war."

Now, because it's necessary to our conclusions later, let me dwell a bit upon Belgian policies in the Congo. The Belgians had done great things in the Congo materially, but their human engineering was far below the level of their material engineering. One set of figures most people have heard about the Congo reveals that upon the outbreak of independence, there were practically no Congolese lawyers, doctors, engineers, no entrepreneurs, no one in the country with much experience in running anything. This was not because of inherent incapacity of the people, but rather because the policy of the colonial power while producing a relatively high level of literacy for Africa was to go slow on secondary education and up until very near the end, to withhold higher education.

In 1958, I believe, a Belgian scholar, named Van Bilsen, suggested that there should be a kind of long-range plan for autonomy for the Congo in thirty years. He was practically read out of the party for what was considered an explosive statement. And then, only two years later there came a truly magnanimous offer of independence by Belgium--the whole thing was to be turned over to the Congolese. Why did the Belgians make this switch? I think they, too, were under the influence of Korea--they too were much impressed with what De Gaulle was offering to the other French-speaking former colonies.

The Belgian Government was not reactionary. Belgium wanted to merit the good will of the Congolese and of ourselves and others, but they also based their accelerated policy on a real calculation. They had a name for it. The newspapers called it "le pari congolais," the bet, the wager in the Congo--which was, since no one out there could run anything, that if independence were accorded quickly and in full, the result would be that a grateful people would turn to the Belgians and would ask them to carry on and help run the country for them. Not a bad calculation. It might have worked if certain chickens had not come home to roost. Among the things Belgium had not done--among the cadres that had been left less than fully trained, were those of the Congolese Army.

So there ensued shortly after independence the so-called mutiny in the Congolese Army--largely the result of superstition and bad information. The Congolese got it into their heads that the Belgians were massacring some people in Matadi and they turned loose on the Belgians. There was not so much killing as generally thought, but a great deal of rape. Belgians, largely in order to protect their women, did bring in paratroopers to Leopoldville. Thus, a situation which began as a really open-handed voluntary transfer of sovereignty from a former colonial power to its former ward became a typical situation in which the former colony or certain of its politicians could lay claim to having wrested independence, or so they thought, from the colonial power.

The Belgians--or Belgian business--did another thing which was to store up trouble for the future. The disorders had not yet reached the Katanga--they thought that they could fence this area off--at least on a "wait and see" basis, and in this, of course, they were powerfully backed by the Union Minière, the powerful mining interest of the country. This, too, was not an unreasonable calculation on its surface, but it was one which turned out disastrously because the line of protection and separation thus established hardened into a line almost of partition and became a frontier between two parts of a country involved in a civil war.

Now while the United Nations was in the Congo, it at least succeeded in its mandate. This mandate, in its details, is controversial and hard to define and even to search for in the texts of some fourteen or fifteen U.N. resolutions, some of them internally contradictory, and all of them the result of compromise and the work of a hundred pairs of hands. What the U.N. really stood for in the Congo was interposition between the great powers. The Soviet Union could have kept the U.N. out of the Congo but did not, perhaps because it also made mistaken calculations on the outcome. I argue that the U.N. did succeed in its main mission. There did not occur that great power conflict in the Congo that one had feared. By and large the U.N. did maintain the territorial integrity of the country, mercenaries were expelled and foreign officers were withdrawn in accordance with the U.N. resolutions. Now, in doing this the United Nations had to turn each corner as it came to it, to make a precedent almost day by day, to carry its powers around very carefully while walking a tight rope. It did confront a fearsome dilemma, i.e. could it actually carry out the mandates of the resolutions and still act consistently with the Charter, with its prohibitions against interference in the internal affairs of a state? Could its action be justified legally by demonstrating that the dangerous situation in the Congo was rising to the level of a threat to the peace?

In general, I believe that if the United Nations had not done what it did at the end, in December and January, 1963, had it not gone beyond merely tearing down the roadblocks which Tshombe had thrown up in Elisabethville, and actually spread throughout the province, crossed the Lufira River, and liberated the other towns of the Katanga, the United Nations might well have been finished as a peace-keeping, peace enforcing organization. Certainly its future as an executive organ and as an agent of collective security would have been jeopardized. I do believe that failure in the Congo would have started the United Nations down the road into the shadows, there to join the League of Nations.

There are lessons to be gained from this whole experience with respect to conducting United States foreign relations and perhaps also with respect to the management of crises. I have said that the most important part of handling a crisis lies in anticipation. Let us examine the United States' record, the Belgian record, and the United Nations' record in this regard. I do not believe that the United States fully anticipated or provided in a meaningful and systematic way for the cascade of colonial power that followed World War II. That watershed might have been foreseen. A rather simple determination that the next decade was going to end with practically no colonies left in the world, might have spared the United States much grief, confusion and agony about the split in its loyalties to old states and new. But the United States never made any systematic determination of that kind. It crossed each crisis bridge as it came to it, and as a result it was continually involved then, as it is now, in this dilemma between allegiance to our friendships and alliances with the former colonial powers and our sympathy with the emerging states and the sense that these were also emerging as decisive areas. We did, however, anticipate, (having learned lessons from Korea), the problem of independence in Africa in some degree. We did, just before the great wave of independent states, open a number of consulates (later Embassies) in these areas; we did beat the Soviet bloc to this move, and I think this paid off. Up until then the American presence in Africa was very small, except in the northern tier, in the Arab States and in South Africa. I don't think it is generally recognized how little military or financial or even commercial presence the United States has maintained in Africa. Thus our moving in there called for and showed a degree of anticipation. We did also anticipate (because of the lessons of Korea), the dangers of cold-war-to-hot-war escalation, and this was the prime reason for our turning to the United Nations in the Congo crisis. We did not anticipate the results of United Nations withdrawal. We were financing the major part of the bill, over one-third of the whole bill--but it was only with great difficulty that we were able to decide ourselves that a six month prolongation of the United Nations stay was necessary and, thereafter, to procure a United Nations decision to stay on. When, finally, the United Nations moved out, a new crisis moved in. I think that the balance sheet must list these developments on the debit side.

The Belgian record with respect to anticipation is not impressive. In the generation and a half or so that they have been in the Congo their history shows a number of bad forecasts. Reforms have been consistently forced upon the Belgians rather than anticipated. In 1960 they expected to be asked to stay on, then they anticipated that they could fence off the Katanga; they did not anticipate that they might be creating a Frankenstein's monster in Tshombe, which is what some Belgians used to argue that they had done when asked to reason with or press upon Mr. Tshombe in his secessionist phase. I am afraid, therefore, that we cannot credit Belgium with a highly developed faculty of anticipation unless it could be argued that a strong arm solution with Mr. Tshombe will encounter more than short-run success. And it may encounter some short-run success, in which case the Belgians can say that they had correctly anticipated it.

Now with respect to the United Nations, did it anticipate the situation? The answer, again, must be no. I think that Mr. Hammerskjold and his people in the Secretariat thought of the initial dispatch of the United Nations troops there as a show-the-flag force, a tripwire force. They were arguing from the analogy and parallel of the upper Middle East; they apparently did not expect to be engaged heavily. One of the consequences was that the force was never equipped for the hardest conceivable task which it might have to face. No military force should be sent anywhere that is not capable of doing the job that it might be called on to do. The United Nations forces had no so-called offensive weapons. Never during its stay did the United Nations have any field artillery; it was always deficient in the kind of things in which you would expect a force commanded by many nations to be deficient. It did not have the single will necessary to run a highly effective military intelligence, political warfare, even press relations. It was weak in these things. In central staff planning, it was also, at first, rather poor. Such things can now be anticipated and corrected; there can be U.N. military staff planning, there might even be military-staff colleges, there can be earmarked forces, although it would not be particularly appropriate for the United States or the Soviet Union to earmark such forces.

It is harder to anticipate how the lessons of the Congo could be applied to drafting resolutions in the United Nations if a new and similar crisis should arise. All that one can say is that some of the resolutions sounded a very uncertain trumpet for attacking the Congo crisis and that this experience ought to weigh with these countries likely to be involved and particularly those who furnish troops. Certainly, tactical lessons have been learned. Indeed, we do see in Cyprus, even though other lessons may not have been learned, that the United Nations is attempting to insist on freedom of movement, and this may owe something to the Congo experience.

These are just a few notes on the role of anticipation in crisis. Now let us turn to the course of crisis and coping with it. Let's look to the Washington level, the New York level, the Brussels level, and the on-the-spot Embassy, "country-team" level. The necessity for anticipation has produced over the last fifteen years sensible changes in the United States State Department and in the various agencies involved in foreign affairs. Much more importance is now attached to forward-planning. Secretary Marshall and Under Secretary Dean Acheson set up the Policy Planning Council (in the Department of State) to do some of these things. President Eisenhower, with his strong belief in the staff system, set up an Operations Coordination Board, later dismantled, and we have had various successor organisations in which the planning function has been developed. So that on the plans side, consistent efforts have been made. I may say here that the difficulty of planning is intensified when the planning has to do with the problems in a former colonial country. There still remains this dilemma of being tied up in alliance with the former colonial power while we maintain a characteristic sympathy for the aspirations of new states. And as a result, particularly on these issues, policy papers tend to boil down to an expression of the lowest common denominator of agreement. The cracks are sometimes papered over, the more difficult things are left to one side or deferred for further judgment.

Next, I think, there can be such a thing as too much devotion to planning *per se*. It is possible to get yourself deadlocked into plans and to lose the ability to improvise. That has proved true of some plans drawn up for great emergencies. If you look through history or the drawers of the desks of military planners you will find a plethora of plans that were never used or completely changed. Thus, planning is certainly not a God like and omniscient function. But planning can sometimes be positively harmful. I think that the Japanese might never have got us and themselves into one of the greatest trials in history had they not been the slaves of the rigid war plans and immutable time tables of the Supreme War Council.

In the actual management of a crisis like the Congo, the United States government had to cope not only with this dilemma between colonial powers and new states, but also with the fact that it had to deal with domestic pressures in this country, generated not only by people who really couldn't understand why the United Nations should suddenly become a warlike organization with guns in its hands, people who thought of the United Nations as a do-good organization, as a town meeting of the world but never as a military outfit, but also people of quite another stripe, the people who thought that the cause of Katanga was the cause of democracy and self-determination, who mistook it for a crusade of the little fellow against the big fellow , and somehow got it in their heads that Tshombe was a stalwart anti-Communist, which was not true--these attitudes were stoked up very well by an excellent propaganda machine, paid for by the proceeds of the exports from Katanga, which, of course, did not go out through the Congo routes where they would have been taxed by the Congo government, but through Portuguese and Rhodesian centers.

There existed another effective drag on our precarious Congo policy, exerted not by the lunatic fringe or the Katanga Freedom Fighters, not by convinced pacifists, but quietly by substantial Americans who had contributed to the creation of NATO, of the Grand Alliance, who did not like or could not understand a situation in which we seemed to give priority to the United Nations above our friendship with Great Britain, France and Belgium and who believed that we might be tearing down this essential structure for a cause in the remote Congo that was not worth it.

The administration in Washington had to cope with all these things, and it had to cope with representations from the British, from the Belgians, and from the French. We used to fancy in the Congo that we could see the whol policy line wobble a bit after a visit of this character. We'd get inquiries about why this or that was going on. But this brings me to a more important thing--the significance of White House interest in a particular crisis. President Kennedy had been called a Congo Desk Officer, because of his continuing close concern with the Congo. Although he was greatly worried about the recurring outbreaks of violence, he was not prepared to let the United Nations fail. He was at all times trying to bring Adoula and Tshombe together to negotiate. He did, of course, prefer peaceful means of settlement. Yet he and the State Department never allowed the United States to join with France and Great Britain in the kind of statements that used to emerge after each of the successive crises in Katanga which castigated or found fault with United Nations action. The United States under President Kennedy voted for all the United Nations Congo resolutions that were adopted.

I think the United States made a wise choice in its resort to the United Nations, not only for the purpose of insulating and isolating the situation, but also because giving our aid through the United Nations did spare us some of the troubles that we sometimes get into when the recipient country charges that we are actuated by self-interest, and that our aid has strings attached to it.

Switching back now to the conduct of the affair within the Congo, and the role that the United States mission can play in such situations, I would first like to generalize about the role of American embassies and missions in new and emerging countries. I submit that this is a very different role, with more requirements for local initiative than that exercised by our missions in such great cities in established countries such as London, or Paris, or Stockholm, or Mexico City. I don't derogate from the importance to our foreign relations of our relations with these major capitals. The difference is simply this: in these new states the American embassy and its attached missions are the present embodiment of American presence and power. Most of these countries do not have highly developed foreign services which would make it possible for them to exert their influence in Washington through their embassies.

It is the American embassy on the spot which is looked to for guidance on an enormous range of things that no one would look to the embassy in London to do. If you conceive of our relations with any country in the world in terms of one of these old fashioned statistical "pie-charts," and if you drew up a chart for Ottawa and you tried to assign a sliver of this pie to represent the relative responsibility of the United States Embassy in the whole span of relations between the United States government and the people and government of Canada, the slice would be pretty small. Most of the arc of the pie would be taken up with travel and tourism, people-to-people relations, family-to-family ties, institution-to-institution contacts, and all the myriad links that bring the established states of the world together. But if you were to draw this same chart for the Congo or Vientiane (Laos) that is, for a new state, the official United States presence would constitute almost the whole thing, the entire pie, so to speak. Nor is this situation altered by the distribution of American investment abroad. It is really extraordinary that in the sixty new countries which have come into existence in the last twenty-five years, how very little (U.S.) investment there actually is. And that investment is concentrated in a very few--the Philippines, the oil countries of the Middle East and North Africa, and countries of that kind.

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This means, that in seeking information, in protecting one's nationals, in communicating with, and in trying to exercise influence upon the local people and government, the activity of an American mission in such countries comes to resemble something like the role of diplomacy before the jet plane and before the development of telecommunications. It acts on the spot, on the basis of fairly general instructions, and it must contribute directly to the formation of United States policy, not only in crisis but also over the long pull. Take, for example, one issue I mentioned--the dilemma in our allegiances to our allies and to the new states--the American embassy in the new states can exert influence to break up resulting logjams. It is in the best position to say what will and what will not work in the new country, and it can help those policy-papers in Washington to assume a more concrete form. And, occasionally, the Embassy in such a country must do more than this. Let me just recall a few examples which, in the nature of things, must be drawn from my own experience.

Hopefully, they may give you an idea of what decisions an Embassy has to make on the spot and how it operates with respect to communications and contacts with local authorities and with Washington.

I got out to the Congo on September 8, 1961, within a few days of the beginning of the United Nations operation called "Rum Punch" which I would denominate as "round two" (not round one) in this series of skirmishes involving the United Nations and Tshombe's secessionist gendarmeries and their mercenary helpers from abroad. Practically speaking, my introduction to my job was a message received in Morse from our consulate in Elisabethville to the effect that it was in the line of fire and threatened with attack by Katangese gendarmes. Elisabethville had no teletype connections outside, and no power supply, and no normal radio. We were, however, able to devise a system of contact by short wave radio and Elisabethville managed to rig up a gasoline generator, fed with gas drained from automobile tanks.

Our first job, therefore, was to restore communications before we could make any political judgments.

In the meantime what had happened? In late August the UN forces in Elisabethville in Katanga had completed a police operation in accordance with its view of its mandate to expel mercenaries and foreign officers. This had gone off without a hitch, with little or no bloodshed, and it looked as if things were calming down. Even Mr. Tshombe had hailed the operation, which had gone so well that the United Nations turned over the responsibility for completing it to local Belgian authorities. It was not completed. Then the United Nations local representation in Elisabethville thought it would follow through and complete the operation in September. This, in sketchiest outline, was the genesis of the famous operation which led to the loss of Dag Hammarskjold's life.

After my initial formal protocol visits, and on the basis of what I, as a raw newcomer, could figure out from various signs and what we heard from Elisabethville, I concluded that the United Nations was about to repeat the earlier innocuous police exercise in which it had closed down the radio station to choke off incendiary broadcasts and might, perhaps, repeat other local police measures.

I bring this up now to indicate that it is a diplomatic representative's job to try to anticipate events. I did, in fact, report the possibilities to Washington, thus showing some degree of anticipation. The United States did, therefore, know about the operation. I certainly did not anticipate the messy affair which developed into a crisis which indirectly cost the life of the Secretary General of the United Nations. Certainly, the whole "Morthor" operation was tremendously exaggerated at the time. The casualties and destruction were greatly overplayed in early news accounts and by anti-U.N. propaganda.

Dag Hammarskjold, I am convinced, did not know about the new operation or at least was not aware that any undertaking of real scope was afoot. His visit had been projected long in advance. His Congo representatives were not expecting trouble. Mr. Hammarskjold was coming out to check on the entire U.N. operation, military and civil, and on the prospect for peaceful accomplishment of its mandates. I believe he sincerely hoped to get Mr. Tshombe to agree to this. This was still his purpose after the fighting had broken out. Surely, it was no part of his plan or that of the U.N. for him to arrive in the midst of crisis, like a Commander-in-Chief, to take charge of a triumph or to consolidate a reverse.

I saw Mr. Hammarskjold on the evening before he left on his fatal flight. He said, "I am going down there, to Katanga, and I know what will be said in America," (meaning that he was caving in). "I know what the Russians might say" (meaning, I think, the Soviets would charge, again, that the United Nations was only the creature of the United States, and that the US/UN was trying to preserve the Union Minière in Katanga) "but what worries me most is what the Congolese government will say." (By which he meant that the Congolese might oppose him or claim he betrayed them.) Just then a Congolese envoy knocked on the door and brought him a message along these lines: "If you do this thing, all right, but this is strictly a United Nations' business and doesn't engage us." This appeared to come as a great relief to Mr. Hammarskjold. He lay back in his chair like a man who leans on his oars at the end of the race, and it was then that he began to talk about the possibility of losing his life on this mission. (The most remarkable thing in a remarkable night was that he appeared to have premonitions of death.)

It later developed that Mr. Hammarskjold had left on his bedside table a book, I believe it was The Imitation of Christ, and in it he had placed a bookmark on which was typed a kind of pledge he had made to himself some time before--how he saw his role as Secretary-General of the United Nations; but by macabre coincidence there was also written upon it the names of his assistants in the United Nations who accompanied him on the flight from New York and Leopoldville, and who lost their lives with him. (Incidentally, his plane was not shot down--the cause was pilot fatigue and error.)

At that time, one jet trainer aircraft of the "Katangese Air Force" was effectively dominating the skies over Katanga. (The United Nations had no fighter aircraft.) Because of it, the Hammarskjold plane had flown a circuitous route that was not in accordance with the usual flight plan.

In any case when the Secretary General's plane was hours overdue, we received a call for help from UN headquarters in Leopoldville. They turned to us, naturally, because the United States was in the best position to launch air search and also to mobilize the most rapid and far flung communications network.

In the Congo, largely through the foresight of my predecessor, we had built up extraordinarily versatile communications facilities. We also had the option of employing communication nets reserved for the greatest emergencies. We used these, not without some trepidation, and I must say the results were extraordinary. Of course we wished to go into action immediately to find Mr. Hammarskjold's party in case they should still be alive. In addition, the death of Mr. Hammarskjold was bound to create a constitutional crisis for the United Nations and we wished our delegation and government to have the earliest opportunity to prepare for it.

Later on, during the period just following Mr. Hammarskjold's death and in the negotiations for a cease-fire that followed, the communications facilities wisely provided the U.S. Embassy and its attaches in anticipation of the crisis were to play a part in establishing UN communications with Rhodesia and Elisabethville. And one year later in the climactic UN march across Katango, U.S. communications even turned out to be a bit too good because Washington sometimes knew the whereabouts of the U.N. column before the U.N. did--a factor which contributed to considerable misunderstanding between the Secretary General and national delegations, including our own. So, even granting that our Embassy in the Congo developed facilities and procedures which were exceptional, I have never been able to understand complaints about the efficacy of the United States Foreign Service which allege slowness in its communications.

I might say a word, now, about the occasional "good-offices" role of an Embassy in a time of crises in the host country. When fighting resumed in the Congo during the so-called second round, President Kennedy, responding to a query by Mr. Tshombe, in a way that must have astonished the latter, asked me to try to bring the secessionist Katanga leader together with Prime Minister Adoula for negotiations. When the President's invitation was issued, Mr. Adoula, unknown to Washington, was away in the farthest part of the country. Communications in this case had to be physically through U.N. facilities. Because of this fact and because the terms of the invitation to Adoula, as originally drafted, did not seem to me best calculated to persuade him, we in the Embassy ventured to edit Washington's invitation judiciously. He accepted.

Getting Mr. Adoula to the conference table was in the end less difficult than bringing in Mr. Tshombe, who had presumably asked for the meeting, and for whose convenience the President had dispatched a Presidential aircraft to carry him from Katanga to Kitona. I believe Mr. Tshombe wanted to turn the cease fire into an occasion for settlements or undertakings favorable to the Katanga case. Katanga was disposed to make the negotiation look like a confession of U.N. weakness and, by extension of U.S. weakness, or avowal of error. (Incidentally, at this time, our communications with the White House and the State Department were as often as not, by short wave, "single-side-band" radio, even sometimes through amateur "ham" contacts. I even used this means to talk to the President.)

Mr. Tshombe subsequently claimed that the United States representatives threatened him at this meeting and in the subsequent talks at Kitona, the disused former Belgian air base where the conversations were held. No such thing!

The Katanga representatives did try to make political and military conditions about their attendance at the meeting which were outside my province. My task was to get them and the Leopoldville government to the meeting as part of a U.S. effort confined to "good offices" and not extending to meditation. I did indicate to the Katanga representatives that their attendance was up to them, and that I could not speak for the U.N. or guarantee that its military operations would not resume if Mr. Tshombe chose not to attend. Anyway, Mr. Tshombe and I parted company that night in Ndolo, Rhodesia, possibly bad friends, but we were to meet again at Kitona. I did, however, take the precaution not to leave my hotel for the airport, where we were to pick up the President's plane, until I received assurance that Mr. Tshombe had passed a selected check point on the way to the airport.

Unfortunately, because it is so long and complex, I shall have to leave the confrontations at Kitona in December, 1961, perhaps the most interesting part of the account, for another and longer chapter.

In the time remaining, let us consider an instance in which an Embassy forms its conclusions about the requirements of a local situation and tries to persuade its own and other governments to its view.

It seemed incredible to us in the American Embassy, Leopoldville, that anyone could contemplate that the United Nations forces could or should leave the Congo as early as then planned, yet it seemed just as clear in New York that the U.N. was leaving.

In large part, the crisis was financial. The United States was paying for a fourth to a third of the whole cost of the operation. Hoping that a Tshombe/Adoula agreement could be reached and would stick and that the country was approaching an even keel, Washington was at first reluctant to seek a prolongation of the U.N. presence requiring possible further approaches to Congress for funds. You will recall that France and the Soviet Union were not paying anything and that many countries were behind in regular support or in the special assessments for the Congo.

Moreover, there was impatience everywhere to see the Congo standing at last on its own feet. Even the government in Leopoldville, which owed so much to the U.N., was uneasy at a continuing U.N. military presence. In the Congo, the government's political opponents got mileage out of accusing the Leopoldville government of being the creature of the U.N. and the U.S.--or, as alleged by the Soviet representative in Leopoldville, of the U.S., the U.N. plus--and this is the cream of the jest--of the Union Miniere.

Some members of the so-called Congo Club at the U.N., composed of countries which had furnished troops to the U.N. forces, were of the opinion that the United Nations troops should leave and that there would not be widespread support in the U.N. membership for retaining them. This judgment was, however, not unaffected by extraneous factors.

Some Arab members were disaffected because the Adoula government had asked the Israelis to take part in training the Congolese national army under a "U.N. umbrella;" some of the delegates were provoked because Belgium was to be entrusted with the major part of the training scheme, and others were hostile because the United States was to furnish supplies, logistics, and advice.

I would also hazard the guess that there was some yearning in U.N. executive circles to be rid of these endless Congo complications which threatened to tear apart the U.N., or to paralyze it or bankrupt it. This seemed a good time to start liquidating the obligation because most of the U.N. objectives seemed, for the time being, at least, to have been accomplished.

Meanwhile, back in the Congo, it seemed starkly obvious to us that a premature withdrawal of the U.N. (or even the shadow which such an event cast before it) would bring about the very disintegration and bloodshed which did, in fact, ensue when the U.N. finally did pull out, still in my opinion, prematurely.

Accordingly, we consulted almost everyone whose view counted in the Congo and whom we could reach. We saw the Chiefs of Mission of all the countries represented there, including even the communist-oriented countries. (The Soviet Ambassador, meanwhile, had been expelled.) Almost to a man, these representatives thought such a withdrawal would be a mistake, ranging from dangerous to disastrous.

All this time, however, U.N. headquarters in New York, in contact with the delegations of these same countries, was getting a different reading. The United States government, by then nearly convinced, canvassed the opinion of governments in many parts of the globe, chiefly in Africa and in the emerging countries. Here, opinion, while not unanimous, was nearly so and supported the views of the missions in Leopoldville. At this point, members of my staff and I returned to the United States and to the U.N. for consultation. Eventually, as you know, a six-months prolongation was decided upon.

A curious by-product of this campaign was the revelation, to me at least, that many new countries either do not regularly instruct their emissaries or their communications are slow or their envoys sometimes act on their own. Unfortunately, while our effort succeeded in prolonging the U.N. stay, it may have already been too late because the U.N. force had already packed its bags psychologically and was ceasing to be fully effective.

This episode, although not the most dramatic, tortuous, or decisive in the Congo story, may nevertheless be interesting to political scientists in depicting the kind of circumstances in which a mission on the spot must urge its convictions, and in showing the role an Embassy can play in crisis situations and in policy formulation, not only in the field but also at home and at the seat of international organizations.

Where do we stand now? With respect to the Congo itself, we have a lull. Is this because crisis somehow has an organic life of its own and this one has reached the end of its life span? Is there a lull because Tshombe is succeeding? Is there a lull because the Chinese and the Soviets are cancelling each other out? Of these possibilities, I think the last is least true. In Africa at least, there is rivalry, not stalemate, between China and the USSR. In the world arena, however, each fears the other sufficiently, I think, to keep both in check.

There is more evidence for the theory of organic life span of crisis. People involved in crisis can take just so much without rest. The Congolese have had a tremendous amount. If this were not so, Leopoldville itself would have blown its top long ago. If this should happen, anything that has occurred in the Congo so far would be mild in comparison with what would occur.

I do not expect the lull in the Congo to last too long. I think that the wheel will turn.

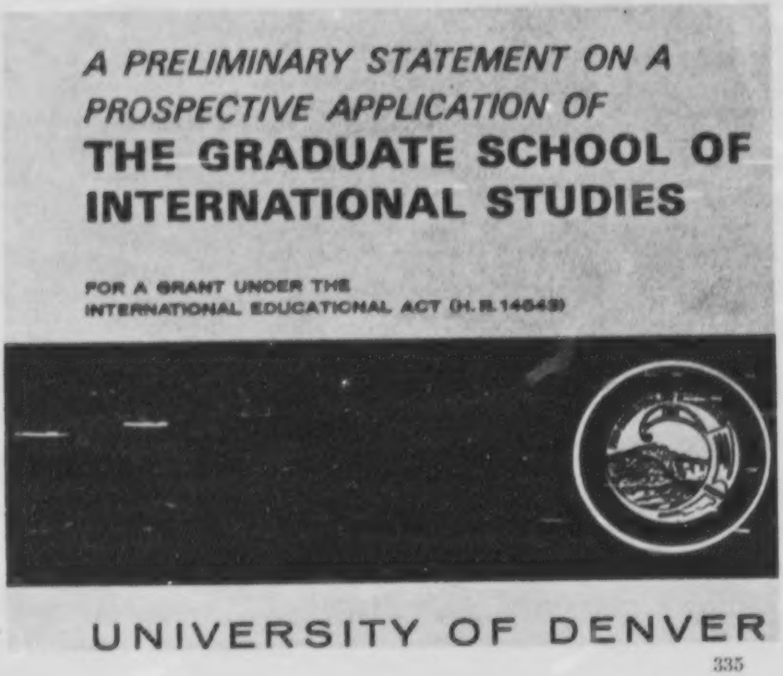
Mr. Tshombe has going for him an increased amount of material support, some of it laid on for his predecessor, which he inherited. He also apparently has the backing of the United States and Belgian governments, although we know, in the words of a high U.S. official, that his "return was unexpected." Mr. Tshombe is using the very mercenaries which it was once thought might endanger the peace of Africa, and toward whose ouster we contributed hundreds of millions of dollars and for which nationals of other countries spent their lives. Mr. Tshombe is using these gentlemen. This gives him short-range efficiency, but in doing so, he may divide Africa. The schisms between states in Africa, which had been almost healed under his predecessor, have opened up again. In the Congo itself Mr. Tshombe has been shrewd, or his advisors have been shrewd. He has profited by the fact that certain Arab states (but not all) keep moving into the Congo situation. This gets the Congolese behind Mr. Tshombe. Recently, he put on a kind of minstral show in the Leopoldville stadium after he had gone up to Cairo to an all-African conference uninvited and got himself interned for a day or two, under champagne conditions; he came back home and said in effect, "Those Arab slavers got me." He staged a little pageant there in the stadium in which he had a Congolese village attacked by an Arab slave party, then up came the Congolese army (like the U.S. cavalry out here in the old West) and rescued them. Such things have helped him.

In the long term, I must remain dubious. Mr. Tshombe's opposition, that is the Gbenye, Mulele crowd is worse than his. But the tragedy is that thousands of the people on whom we or the UN or the Congo or Africa might build a centrist, moderate kind of solution have been killed or ground between the upper and nether millstones. The communist-leaning opposition may very well disappear into the bush; still it may come back. [illegible] if it doesn't disappear, then there could loom the possibility of partition, and a wider African partition--a North-South partition, an East-West partition, a black-white partition--with all the dangers to the peace that would loom across such a line.

But in a larger sense, the Congo crisis is only one part of a much greater crisis which could give birth to litters of crises over the next twenty-five years. I refer to the general crisis of these new emerging states where two-thirds of the world's people live, where population pressure on resources, where the rate of modernisation and investment may prove unable to keep up with population pressure, where you need miracles in the form of better relations between states, miracles in the discovery of new forms of energy, new forms of food and fuel production, just to keep up, where the people are prey to get-rich-quick schemes which the communist hucksters can offer them, and where, as they get deeper and deeper in these problems, latent antagonisms within their own populations emerge.

The crises of the next twenty-five years may not be those which involve countries which are possessors of the A-bomb. There is no reason to think that the emerging countries will necessarily turn either to the Soviet Union or to the United States, or even to socialist patterns of organisation or to free world patterns of organisation. There is even a possibility that some of them might revert to where Stanley and Livingston found them. Or it might be that some entirely different kind of crisis is being developed. There are foreseeable a number of crises of all different kinds, which bear little recognizable relationship to those with which we have had unhappy experience.

So the best approach to crisis management lies in crisis anticipation. The twentieth century must find a way to help cope with the problems which confront the new states, and must offer better, more acceptable ways to transfer knowledge and investment than the old colonial centuries ever did. If we do not, there may not be enough of our kind around in the next century to ponder the nature of crisis.



A PRELIMINARY STATEMENT ON A PROSPECTIVE APPLICATION OF

THE GRADUATE SCHOOL OF INTERNATIONAL STUDIES

FOR A GRANT UNDER THE
INTERNATIONAL EDUCATIONAL ACT (H.R.14643)

UNIVERSITY OF DENVER

Graduate School
of International Studies

UNIVERSITY OF DENVER

Faculty

Josef Korbel, Dean
Professor

Charles A. Micaud
Professor

George W. Shepherd
Associate Professor

David H. Bayley
Associate Professor

Vincent Davis
Associate Professor

Arthur N. Gilbert
Assistant Professor

Joseph S. Szyliowicz
Assistant Professor

John F. McCamant
Assistant Professor

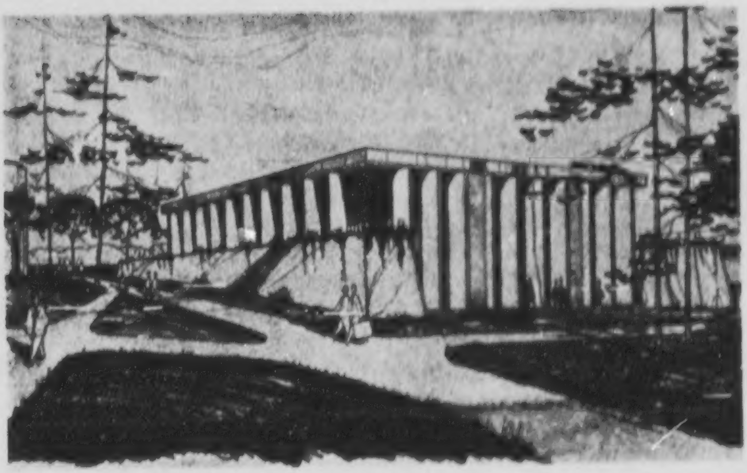
Edward L. Miles
Assistant Professor

Peter Van Ness
Assistant Professor

T. Alden Williams
Visiting Assistant Professor

Eda Mason
Librarian

Dorothea W. Blair
Assistant to the Dean



The Graduate School of International Studies
University of Denver

Schematic Design
The Perkins and Will Partnership
April 20, 1965

A Preliminary Statement on a
Prospective Application of the
Graduate School of International Studies
University of Denver
for a grant under the
International Education Act (H. R. 14643)

I. History of the Graduate School of International Studies

The Graduate School of International Studies and the Social Science Foundation, University of Denver, conducts a unique program in international relations at three levels: teaching, scholarly research, and public service. It is the only institution of its kind in the vast area between Chicago and the West Coast, and its present activities are an outgrowth of forty years of remarkable tradition and experience.

In 1926, James H. Causey, a prominent businessman of the Denver community, gave a substantial endowment to the University of Denver to be used exclusively to establish and maintain an organization called the Social Science Foundation. Although the United States was gripped by isolationism at that time, Mr. Causey and the other men who joined with him in establishing the Social Science Foundation had the vision to perceive that the United States would eventually be called upon to play a major role in international affairs. This concern led to the molding of the Social Science Foundation as an institution dedicated to (a) pursuit of programs of public education in international affairs, and (b) sponsorship of academic studies in the field of international relations. Although the Social Science Foundation was supported by a private endowment with its own Board of Trustees, it was a part of the University of Denver and served the University as its Department of International Relations. The first Director of the Social Science Foundation and the Department of International Relations was Dr. Ben M. Cherrington. Dr. Cherrington, who occupied the post until 1951, is nationally known as a pioneer in programs of public education in international affairs. He established the first office of cultural relations in the U. S. Department of State in 1938, and was later a key founder of UNESCO.

The impact of this international relations program at the regional, national and international levels has been well described by Dean Howard E. Wilson of the University of California at Los Angeles in his book, American Higher Education and World Affairs (published in 1963 by the American Council on Education for the Carnegie Endowment for International Peace; pages 50-52):

> One of the early developments in university programs in international relations [in the United States] appeared at the University of Denver . . . It pioneered in the adult education appropriate for a university by sponsoring round tables, study seminars, community lectures, and radio and television programs . . . it created an academic pattern and program which should be examined as a pioneering effort in the adjustment of American universities to the pressures and potentialities of twentieth-century life . . .
>
> Not only did the department concern itself with an instructional program, it also supported research studies, many of which required periods of study abroad; these travel aids, ordinarily made available for faculty members, preceded and heralded certain aspects of the Fulbright program. Even more extensively, the foundation concerned itself with the foreign students who were arriving in increasing numbers . . . [and] systematically enriched the cultural and intellectual life of the university by bringing outstanding speakers on world affairs to the campus. Through its director and other staff members, it served the government in a variety of ways . . .

In 1960 the staff of the Social Science Foundation, with the encouragement and cooperation of the Administration of the University of Denver, embarked on a major new program in international affairs. It decided to focus its efforts on graduate studies whose primary purpose would be to train young men and women for careers in college teaching and scholarship. Toward this end the faculty was rapidly expanded from four to its current strength of eleven men. A Ph. D. program was introduced and the M. A. program was expanded to two years. The University Administration, recognizing the great success of this program, in 1964 formally designated the Social Science Foundation and its programs as the Graduate School of International Studies.

II. Present Programs

The primary activities of the Graduate School of International Studies are in the areas of (A) undergraduate and graduate education; (B) development of the profession of international relations; and (C) faculty research. At the same time the Graduate School of International Studies has maintained its longstanding concern for adult and community education in international affairs by continuing to sponsor a wide variety of programs for laymen and scholars.

A. Teaching Programs

(1) Undergraduate Program. The Graduate School of International Studies continues to offer a number of courses at the undergraduate level. During the last few years interest in international studies has increased markedly and at the present time there are about one hundred majors in international relations. Many of these majors enter government service, primarily with the U.S. Department of State or the Peace Corps, or go on for graduate training.

(2) Graduate Program. The graduate curriculum consists of a two-year M.A. degree program and the Ph.D. degree program. The total graduate enrollment is currently 69, of whom 45 students are working toward a Ph.D. degree and 24 toward an M.A. degree. Since there are eleven full-time faculty members in the school, the graduate student-teacher ratio is better than 7:1.

In recent years, the Graduate School of International Studies has annually received about 200 applications for admission. The quality of applicants is extremely high, including, for example, graduates of such noted schools as Oberlin, Dartmouth, Swarthmore, and Reed. In order to maintain its high standards and to implement its philosophy of individualized instruction, the present policy of the Graduate School of International Studies is to admit no more than twenty-five students each year.

In the first year of graduate studies all students take what is referred to as a "core" program in international affairs; that is, they take required seminars in the major subfields of international studies: diplomatic history, international economics, comparative politics, international law and organization, ideologies of international politics, theories of international relations, and research methodologies in international relations. In their second year, students narrow their focus to one or more geographical or functional areas of international relations. A student might, for example, decide to specialize in American military policy, or international trade, or some geographical area such as Southeast Asia. In addition, students are required to take a specified part of their work in other departments of the University, for example, economics, political science, sociology, psychology, history, or mathematics. The need for this related-field training is in recognition of the fact that a truly qualified specialist in international studies must be well trained in several academic disciplines. Because of the favorable student-faculty ratio, all courses are conducted as seminars and tutorials; and in the second year students are encouraged to take directed and independent study. It should be emphasized that the graduate training is entirely separate from undergraduate offerings.

One unique element of the graduate program is the "Teaching Intern Program." Since the Graduate School of International Studies is geared particularly to the student who hopes to make a career in college and university teaching, it has developed a program designed to provide these prospective teachers with classroom training in their chosen field. By and large, American graduate programs have turned out Ph.D.'s in the past who were well versed in their subject matter (sometimes too well versed in too narrow specialities) but have not tried to prepare the student for the duties and responsibilities of actual teaching. The neophyte teacher has been expected to learn on his own.

The Teaching Intern Program is taken by graduate students in the second year of their training. They meet for one quarter with a senior professor in a special seminar on teaching. They also observe this professor conducting a basic undergraduate course. As one requirement of the seminar they are expected to prepare a course outline and reading list for an introductory course in international relations. During the second quarter of the Intern Program, these students are assigned sections of an introductory undergraduate course which they conduct as tutors or preceptors under the direction of the professor responsible for the course. Each student is also required to give several formal lectures to the entire class during the quarter.

The Intern Program has had two useful consequences, apart from the preparation it has given the students for college teaching. First, it allows the Graduate School of International Studies to assess each student's teaching ability before he obtains his first professional position; the GSIS is therefore in a position to provide a prospective employer with detailed observations on this aspect of the candidate's credentials. Second, it allows the student an opportunity to decide the extent to which a career in teaching appeals to him. This program has been so highly appreciated by both students and prospective employers that, in 1965, an Advanced Teaching Program was introduced. With assistance from the Ford Foundation, advanced doctoral candidates teach international relations under the supervision of the Graduate School of International Studies at one of three neighboring private colleges (Colorado Woman's College, Loretto Heights, and Regis). These students thus not only add to their own pre-professional teaching experience but also enrich the curriculum of colleges that would not otherwise be able to offer specialized courses in international relations.

The new graduate program has been highly acclaimed in many professional quarters. By 1966 over 120 students had enrolled in the new program; of these about one-third pursued the M.A. and two-thirds the Ph.D. program. Two of the dissertations submitted for the Ph.D. degree have already been published by prominent presses (John Pustay, Counterinsurgency Warfare, The Free Press, 1964; Frederick C. Thayer, Air Transport Policy and National Security, the University of North Carolina Press, 1965). Alumni are now teaching at such American colleges and universities as Boston University, Fordham University, Boston College, University of Connecticut, Wayne State University, Guilford College, Michigan State University, and the University of Arizona. One graduate is now Assistant Director of the African Program of the Ford Foundation. Among foreign alumni, one serves as Secretary to the Organization of African Unity, others teach at prominent universities in their native countries, and many have entered the diplomatic service. The Graduate School of International Studies has attracted students from all over the United States and many foreign countries. Over two-thirds of all graduate students receive some form of fellowship support.

As evidence of the continuing commitment of the Graduate School of International Studies to significant innovations in international studies, a program to be conducted jointly with the University's Law School will shortly be introduced. This program is designed to train prospective lawyers for work in international relations. Similarly, a special new program in science and technology will be conducted jointly with the Denver Research Institute (a part of the University of Denver which undertakes specialized projects in scientific research and applied sciences).

The new program of the Graduate School of International Studies has been successful in attracting financial support from many major foundations including: the Ford Foundation, 1964, $650,000; the Rockefeller Foundation, 1964, $49,300; the Carnegie Corporation, 1963, $80,000; the Avalon Foundation, 1964, $100,000; and the May Bonfils Stanton Trust of Denver, 196[illegible], $300,000.

In 1965 the Graduate School of International Studies solicited funds to construct a separate building to house the library, offices, and general facilities of the graduate program. A sum of one-half million dollars was raised in five months, partly from private individuals in the Denver area who had been long-standing friends of the University's international relations programs, and partly from foundation sources. The United States Government awarded the Graduate School of International Studies a grant of $264,000 under Title II of the Higher Education Facilities Act. As a result, the Graduate School of International Studies will move into its new $750,000 facility (30,000 square feet) in October, 1966.

B. Programs of Professional Development

In addition to its teaching program, a substantial part of the activities of the Graduate School of International Studies is directed to facilitating and supporting the study of international relations. Because the Graduate School is the only institution of its kind between Chicago and San Francisco, it serves as the center for the development of expertise in international studies in the fourteen states of the Rocky Mountain-Great Plains region (Arizona, Colorado, Idaho, Kansas, Montana, Nebraska, Nevada, New Mexico, North Dakota, Oklahoma, South Dakota, Texas, Utah, Wyoming). This region, one of the fastest-growing parts of the nation, has a total of 303 accredited institutions of higher learning with an enrollment of nearly 700,000 students (based on figures in the 1964-1965 edition of the Higher Education Directory of the U.S. Office of Education). The specific professional development programs conducted by the Graduate School of International Studies to serve these colleges and universities of this region include:

(1) Faculty Exchange. Under a grant from the Carnegie Corporation, the faculty members of the Graduate School of International Studies have given courses and special lectures at many institutions in this region. Furthermore, faculty members from several of these institutions have served as visiting members of the teaching staff of the Graduate School of International Studies.

(2) Research Associates Program. Each year the Graduate School of International Studies accepts applications for research support from scholars in the Rocky Mountain-Great Plains region. Grantees are invited to participate in conferences at the Graduate School of International Studies to discuss their research with interested scholars from this area. Although operating with limited resources, this program has proved to be an effective means of establishing professional contacts and stimulating intellectual interest in this region.

(3) Inter-University Faculty Seminars. During the past three years the Graduate School of International Studies has annually sponsored a series of four two-day seminars devoted to important topics in international affairs for selected faculty members from the Rocky Mountain-Great Plains region. These seminars have been made possible by a grant from the Carnegie Corporation.

(4) Monograph Series. In 1964, the School initiated its Monograph Series in World Affairs to fill the need in the field of international studies for publications shorter than a book but longer than a journal article. The Series, which consists of four to six titles a year, has been widely acclaimed. Some of the noted scholars whose original research has been published in this Series include: Professor Rupert Emerson, Harvard University; Professor Wendell Bell, Yale University; Dr. Arnold Rivkin, International Bank for Reconstruction and Development; Professor Taylor Cole, Duke University; and Professor Ernst Haas, University of California at Berkeley.

C. Research

In an effort to establish that complementary balance between instruction and research which the Graduate School of International Studies believes to be fundamental to the highest standards of academic endeavor, faculty members are assigned a relatively light teaching load and are encouraged to pursue their individual and collective research interests. As Part III of this statement indicates, the faculty has achieved a highly respectable publications record.

D. Public Service

The School has several programs designed to make the general public of this region more knowledgeable about international affairs. These programs include:

(1) Annual Lecture Series. Each year the Graduate School of International Studies sponsors a series of four public lectures devoted to contemporary problems in international affairs. In 1965-66, for example, the topic for the series was "Communism versus Nationalism." In the past few years lectures have been given by such prominent scholars as Professor Lucian Pye, M.I.T.; Professor Kalman Silvert, Dartmouth College; Professor Robert Bowie, Harvard University; Dean Andrew Cordier, Columbia University; Dean Francis O. Wilcox, School of Advanced International Studies, Johns Hopkins University; Professor Robert A. Scalapino, University of California at Berkeley; and Dean Edmund A. Gullion, The Fletcher School of Law and Diplomacy.

(2) High School Conference. Each autumn for 32 years the Graduate School of International Studies has sponsored a conference in international affairs for especially qualified high school students. On the average, 70 high schools annually participate, involving close to 700 students and teacher-sponsors.

(3) Dinner Lectures. The Graduate School of International Studies arranges each year a minimum of five dinner lectures by distinguished scholars and statesmen for civic leaders and prominent representatives of industry, business, trade unions, and agricultural organizations. Among the noted speakers in this series have been: His Excellency Anatoli F. Dobrynin, Ambassador of the Union of Soviet Socialist Republics to the United States; His Excellency Konthi Suphamongkhon, Secretary General, SEATO; Professor Zbigniew Brzezinski, Columbia University; Professor Henry Roberts, Columbia University; Professor Marshall Schulman, Fletcher School of Law and Diplomacy; Professor Edgar Furniss, Jr., Ohio State University.

(4) Opinion Leaders Seminars. Seminars lasting four to seven days for small groups of about twenty to thirty leaders in public and business affairs are held periodically. Scholars and government officials serve as discussion leaders in order to expose the participants to the complementary perspectives of academic life and public affairs. Such seminars have frequently been co-sponsored by such prominent organizations as the Council on Religion and International Affairs (three seminars on "Ethics and American Foreign Policy") and the Aspen Institute for Humanistic Studies (seminars on the "United Nations," and on "Problems of Modernization of Developing Nations").

E. International Education

Since 1963 the faculty of the Graduate School of International Studies has participated with the Rockefeller Foundation in a program of scholarly assistance to universities in developing countries. Under this program an average of one Graduate School of International Studies faculty member a year is sent abroad to various universities which have thus far included Haile Sellassie I University, Addis Ababa, Ethiopia; University of Khartoum, the Sudan; and the Universidad des Valles, Cali, Colombia.

III. The Staff of the Graduate School of International Studies

The staff has been selected so as to cover the major functional and geographical areas in international studies and to represent the perspectives of the major social sciences. The Graduate School of International Studies has faculty members who specialize on the United States, the Soviet Union, China and the Far East, South and Southeast Asia, the Middle East, Africa, Latin America, and Western Europe, as well as faculty members who specialize in such functional subfields as diplomatic history, international economics, international law and international organization. During the 1966-67 academic year two staff members will be abroad, one in Tunisia, the other in Colombia, and the faculty will be augmented by visiting Professors Hans Kohn and Ragaei el Mallakh. In addition, a senior officer of the Department of State, as part of its highly selective program of Senior Fellowships, will be in residence with the Graduate School of International Studies. Similarly, Colonel Frank L. Kaufman, U.S. Air Force, will be in residence in connection with the Air Force's equally selective program of Senior Research Fellowships.

A list of the permanent faculty members and a brief vitae on each will be found on the following page:

DATA ON PRESENT FACULTY

Name and Year of Appointment, Academic Rank	Degrees and Field of Specialization	Most Important Publications in Last Five Years
Josef Korbel 1949 Dean and Professor	Jur. D., Charles University, Prague, 1933. Diplomatic History, USSR and E. Europe	The Communist Subversion of Czechoslovakia 1938-1948, Princeton Univ. Press, 1959 (also in Japanese and Spanish); Poland Between East and West, Princeton Univ. Press, 1963. Published also in paperback editions Danger in Kashmir, revised edition, 1966.
Charles A. Micaud 1962 Professor	Ph. D., Columbia Univ., 1943. Comparative Politics, Western Europe, North Africa	Communism and the French Left, Praeger, 1963; Tunisia, the Politics of Modernization, Praeger 1964 Manuscript "Higher Education and Leadership in Africa" submitted to Princeton Univ. Press.
George Shepherd 1961 Associate Professor	Ph. D., London School of Economics, 1952 Comparative Politics, Africa.	The Politics of African Nationalism, Praeger, 1962; African Unity and Neutrality: The Determinants of Ghana's Foreign Policy, in manuscript.
David H. Bayley 1961 Associate Professor	Ph. D., Princeton University, 1960. International Politics, India and Southeast Asia	Preventive Detention in India, Firma K. L. Mukhopadhyay, 1962; Public Liberties in the New States, Rand McNally, 1964. A major work on the role of the police in India is in preparation.

DATA ON PRESENT FACULTY (Continued)

Name and Year of Appointment, Academic Rank	Degrees and Field of Specialization	Most Important Publications in Last Five Years
Vincent Davis 1962 Associate Professor	Ph. D., Princeton University, 1961. International Politics; U.S. Foreign Policy and Defense Policy	Admirals and Politics: Political Strategy and Naval Strategy, 1900-1960, (Univ. of North Carolina Press, 1966); Postwar Defense Policy and the U.S. Navy, 1943-1946, (Univ. of North Carolina Press, 1966); "The Admirals' Lobby";"Problems of Making Military Policy"; "The Navy Department under Eisenhower, Kennedy and Johnson" (to be published in late 1966, Univ. of North Carolina Press).
Arthur N. Gilbert 1961 Assistant Professor	Ph.D., Fletcher School of Law and Diplomacy, 1961. Diplomatic History; U.S., W. Europe	Ideologies in the Modern World, to be published by Harper & Row, 1966; Revolution to be published by Harper & Row, 1966.
Joseph S. Szyliowicz 1965 Assistant Professor	Ph.D., Columbia University, 1961. Comparative Politics; Sociology; Middle East	The Contemporary Middle East: Tradition and Innovation (Random House, 1965); Political Change in Rural Turkey: Erdemli (Mouton and Co., 1966); A major work on "Education and Modernization in the Middle East" under publisher's contract.

DATA ON PRESENT FACULTY (Continued)

Name and Year of Appointment, Academic Rank	Degrees and Field of Specialization	Most Important Publications in Last Five Years
John F. McCamant 1965 Assistant Professor	Ph.D., University of Washington, 1965. International Economics, Latin America	Manuscript, "Economic Assistance and Political and Economic Change in Central America" submitted to Princeton University Press.
Edward L. Miles 1965 Assistant Professor	Ph.D., University of Denver, 1965. International Law and International Organization.	Processes of Interaction among the Fourteen Communist Party-States: An Exploratory Essay, Stanford Studies of the Communist System, 1965.
Peter Van Ness 1966 Assistant Professor	Ph.D., University of California, Berkeley, 1966. Comparative Politics, Far East	Articles published in The New Republic, the Far Eastern Economic Review.
T. Alden Williams 1966-1967 (Visiting) Assistant Professor	Ph.D., University of North Carolina, 1964. International Politics; European Foreign Policies.	The Warrior Unhorsed: Politics of Large-Scale Officer Retirement, to be published by Ohio State University Press, 1966. Editor, contributor, "Political Problems of Nth Country Nuclear Arms Choices, 1966-1980" prepared for the Office of Scientific Research by Ohio State University Press 1966.

IV. Plans for the Future

The faculty of the Graduate School of International Studies has been vitally interested in what we believe will be the central problem in international relations for the foreseeable future: the relations between the established industrial nations, most of which are in the Northern Hemisphere, and the newly emerging countries, most of which are in the Southern Hemisphere. We may therefore speak in simplified terms of a North-South confrontation.

The GSIS faculty defines the core of this central problem to be the capacity of the international system to satisfy new and often conflicting demands deriving from worldwide imbalances in the stages of political and economic development. Urgent aspects include, for example, "the new diplomacy" resulting from the spectacular growth in the number of new states which have entered the international arena within the last two decades; the responsibility of the developed nations for technological, economic and educational assistance to the new states; tensions resulting from ethnic and racial differentiations; and the impact of science and technology upon the international environment.

The cultural, ideological, political, technological, economic and military dimensions of this North-South confrontation clearly necessitate an interdisciplinary approach combining the skills of scholars beyond the range of those possessed by any single institution. The Graduate School of International Studies, because of the nature and background of its faculty and its recognized role as a regional center for international studies, is uniquely qualified to develop a comprehensive program to deal with the complexities of these phenomena.

From its inception the GSIS program has been based upon an interdisciplinary approach to the study of international problems. Its permanent eleven-man staff includes scholars trained in all of the social sciences. Also, from its inception the Graduate School of International Studies has originated and stressed a variety of programs designed to establish close and cooperative ties in international relations programs among institutions of higher learning in the Rocky Mountain-Great Plains area. Furthermore, the Graduate School of International Studies has sponsored and participated in a number of programs, national and international in character. These include the holding of international conferences, cooperating with the Rockefeller Foundation to strengthen universities in underdeveloped areas, serving as advisors to various U.S. government agencies and to American private institutions overseas, and inviting distinguished scholars and statesmen including Arnold Toynbee, Vladimir Dedijer, and Sir Zafrulla Khan to serve as visiting staff members and resource personnel at the Graduate School of International Studies. (See Part II above for additional details.)

The Graduate School of International Studies, because of this experience and its familiarity with teaching and research programs in international relations across the nation, believes that there has been inadequate scholarly investigation of the confrontation between and among the developed and developing nations of the world. Specifically, it is clear that not enough systematic and coordinated attention has been given to this confrontation from the two primary perspectives within contemporary international relations studies: international politics, and comparative development. The Graduate School of International Studies is convinced that by building on its experience and by expanding its programs and resources it can make an important contribution to overcoming these deficiencies. In this manner the services and contributions which the Graduate School of International Studies has long provided, primarily to the Rocky Mountain and Great Plains region, will be augmented by uniquely new research and related services at the national and international levels.

The faculty of the Graduate School of International Studies has concluded that the most fruitful way to approach the urgent aspects noted above is by means of special task forces, each of which will focus upon and be organized around one of these hitherto neglected problems. The task forces will be designed in such a manner as to bring to bear upon their respective topics the range of disciplinary skills within the social sciences. The primary purpose of using the task force concept is to insure that all relevant perspectives and academic skills are incorporated in the study of such problems as:

(a) The "new diplomacy," its role and ramifications within the international system for the study of these problems.

(b) The impact of science and technology upon relations between states.

(c) The problem of racial, ethnic and religious differentiations as a contributing factor to national, therefore, international tensions.

(d) The political consequences of foreign aid: an examination of the impact of economic and technical aid on the political systems of selected countries.

(e) The special kinds of educational problems confronted by emerging nations and the responsibilities of developed nations for assistance in this area.

(f) Conditions for effective leadership: a comparison of factors making for political and administrative efficiency in the new nations and for the ability of the leadership to adjust to democratic demands.

The core of each task force will consist of several staff members and carefully selected graduate students supplemented by representatives from other departments of the University of Denver and from other schools in the region. Visiting scholars and statesmen from the United States and abroad will be an integral part of each task force. Each task force will initiate its work by surveying the existing literature within its assigned field and will then proceed to outline specific research projects to be undertaken individually and/or collectively. It is envisaged that a number of scholarly papers, and other teaching and research materials will result from the work of each group. It should be noted, however, that not all of the task forces described above for illustrative purposes will necessarily be functioning at the same time. Much will depend upon the extent to which new support and resources allow the implementation of this program.

To supplement this ongoing program regularly scheduled research conferences with prominent scholars and practitioners will focus in depth on various vital issues. For example, in the field of education such a conference might deal with the role of the social sciences in secondary and higher education in the developing nations. In addition, special seminars will be convened whenever a task force feels that it has encountered a problem which can be dealt with only by tapping new outside expertise. An example in the area of science and technology might be a special seminar dealing with the implications of inexpensive electric power for the underdeveloped nations.

To promulgate and disseminate the findings of these task forces, a variety of techniques such as special publications, institutes and conferences will be utilized. These will be supplemented, where appropriate, by close cooperation with the University's Department of Radio-TV for the production of audio-visual materials.

The successful implementation of such a program will have far reaching consequences at the local, regional, national and international levels. Locally, it will enrich undergraduate and graduate instruction in international relations. Visiting task force members will be utilized in seminars, courses and tutorials, and selected graduate students will be integral members of the task force teams. The utilization of faculty members from other departments and professional schools at the University of Denver will not only enrich the quality and instruction and research in those departments with respect to international relations but may also lead to the development of interest in and, hopefully, a competence for international work in fields and professional schools not heretofore strongly involved in this way. To supplement the ongoing adult education program for business, civic and community leaders in this region, special lectures and programs based on the work of the task forces will be scheduled.

Regionally, the role of the Graduate School of International Studies as the leading center for international studies in the Rocky Mountain-Great Plains area will be greatly strengthened by utilizing the resources and findings of the task forces in the ongoing programs described earlier. At least as significant will be the enhancement of the strong existing ties between the Graduate School of International Studies and colleges and universities in the region as a result of the participation of their staff members in this work.

Nationally, the Graduate School of International Studies will become a highly significant resource institution in the overall area of research and teaching in international relations. Close collaboration between appropriate U. S. government agencies and the task forces will be maintained. Existing arrangements such as the provision for ranking officials from the Department of State and the Department of Defense to serve as special visiting staff members in residence and the participation of high ranking government officials in established programs will be augmented.

Internationally, close and continuing professional ties will be established between the Graduate School of International Studies and institutions of higher learning (including research centers) abroad. These ties will originally be based upon the international exchange of pre-doctoral, post-doctoral and senior scholars in connection with the work of the task forces. Furthermore, it is expected that such contacts will lead to a wide variety of joint programs in the field of international education.

The successful implementation of this program will require additional staff and the expansion of existing programs and resources of the Graduate School of International Studies as follows:

1. Permanent new faculty members

    (a) An Associate Dean for international education who will be directly responsible for supervising, coordinating, and administering all programs noted above.

    (b) An additional international economist.

    (c) A sociologist/anthropologist with special competence in international studies.

    (d) A behavioral scientist with special competence in the sources of international tensions and their resolution.

2. Visiting scholars

Prominent scholars who can bring special skills and perspectives from related disciplines such as psychology, contemporary history and political geography, will be appointed to the staff on a visiting basis for varying lengths of time to work with the task forces as appropriate.

3. Visiting Resource Personnel

The programs outlined above will demand, in addition to existing arrangements with the Department of State and the Department of Defense, the appointment of visiting resource persons in residence from such U.S. government agencies and international organizations as A.I.D. and UNESCO.

4. Funds for Research and Travel

To enrich the teaching and research that will be associated with the task forces and to establish cooperative ties with governments and educational centers in the developing areas, it will be necessary to send at least two faculty members abroad every year as well as to appropriate places within the United States.

5. International Exchange

It is anticipated that the teaching and research related to the efforts of the task forces will require visiting scholars from abroad; more specifically, we are planning to train at the pre-doctoral and post-doctoral levels some younger scholars from abroad who will then return to their countries as prospective directors of research centers with whom we would maintain close contacts.

In addition, many of the visiting resource personnel will necessarily be foreign scholars.

6. Scholarships and Fellowships

Adequate support for the program outlined here will include a number of pre-doctoral scholarships and post-doctoral fellowships. In awarding these grants, the Graduate School of International Studies will pay particular attention to the applications of well qualified foreign students and students from underprivileged minorities in the United States.

7. Library Resources

The successful implementation of this program will clearly require additional library resources in the areas to be emphasized by the special task forces. Wherever possible, use will be made of new technological innovations to facilitate this process and to avoid the duplication of relevant library resources conveniently available elsewhere.

8. Administrative and Clerical Support Costs

(a) One administrative assistant capable of performing general office, secretarial and clerical tasks.

(b) Associated overhead costs and necessary supplies and equipment.

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CONCLUSION

This proposal is submitted to illustrate the direction in which the Graduate School of International Studies is moving and the contributions which it is eager to make in the field of international education. The faculty of the Graduate School of International Studies is convinced that, based on its experience as a regional and in some respects a national and international leader in international studies, it can make the greatest possible contribution towards fulfilling the purposes of the International Education Act by implementing the expanded programs described herein.

Senator MORSE. I am please to call on Senator Prouty to introduce and present to the committee the next witness, who comes from the State of Vermont.

Senator Prouty.

Senator PROUTY. Mr. Chairman, I am particularly pleased and happy to welcome Prof. Edward Murphy of St. Michael's College.

Dr. Murphy is a constituent of mine. And I am sure that the subcommittee will find him a most worthy representative of St. Michael's, which is considered by Vermont as one of the finest institutions of higher learning in the country.

ENGLISH LANGUAGE TRAINING

During the past 12 years they have given English language training to some 4,000 foreign nationals from 60 countries. And, despite its limited resources, St. Michael's has diligently committed itself, through its program of training foreign students in the English language to what I feel is a primary and most powerful education weapon for fostering international good will and understanding between Americans and people of other lands.

I am delighted that you are able to join us this morning, Dr. Murphy. I am sure that your comments with respect to this bill will be of invaluable aid to this committee in deciding the breadth and scope of this particular legislation. It is my privilege and pleasure to have you here. And I shall be very happy to have you proceed in any way you wish.

Senator MORSE. Dr. Murphy, we are delighted to have you. Your full statement will be printed in the record, and you may summarize it in any way you wish.

STATEMENT OF DR. EDWARD F. MURPHY, CHAIRMAN, DEPARTMENT OF ENGLISH, ST. MICHAEL'S COLLEGE, WINOOSKI, VT.

Mr. MURPHY. Thank you, Mr. Chairman and Senator Prouty.

I realize that you have a number of witnesses to hear this morning, so I will be very brief, and limit my remarks to just a couple of points that you will find more fully developed in my written statement.

I especially appreciate your invitation to testify on the International Education Act, both because I believe it is greatly needed, and because I am convinced that the small college, for which I think I can speak, has an important contribution to make to international educaton. It has been doing this, as mentioned earlier, for more than 10 years, quietly, and without fanfare. For example, my college, St. Michael's College of Vermont, with a total regular student body of 1,200, has in fact trained over 4,000 foreign students in the English language in the past dozen years.

It has done this with limited facilities, with little in the way of Government help, but with a deep commitment to a task which must be done if we are to have international understanding and peace.

Our department of English for Foreign Students has specialized in short, intensive, 16-week courses in reading, writing, speaking and understanding American English. Through this program have passed Ph. D.'s, political leaders, businessmen, teachers, and students planning to continue their education in American universities. These people have returned to their homelands, we hope oriented to a sympathetic point of view with the American way.

I refer to our program because I believe this legislation being considered will be a giant move toward deepening and enriching international education which begins with the kind of thing we have been trying to do. It begins with the removal of the language barrier because full, free, and fruitful exchange of ideas can flourish only when people are able to talk with each other.

Now, if I am saying something that is obvious it is because we must be careful not to overlook the obvious when we muster the Nation's resources to build new bridges of international understanding.

I realize that this act is primarily concerned with foreign languages and foreign cultures, and that it leaves to other agencies the strengthening of the English language training program. I hope that section 4(a) will provide a way to make foreign language study more accessible and more meaningful to more Americans. And I trust that the contributions of foreign scholars and teachers will give substance and quality to our foreign language courses.

ENGLISH LANGUAGE TRAINING FOR FOREIGN NATIONALS

But let us not overlook the fact that while we expand our foregin language courses we must at the same time expand our English language training for foreign nationals. For example, we must be prepared to train the visiting scholars, teachers, and research people in the English language if we are to be the recipients of their contribution, at the same time that we continue to train foreign students and foreign teachers of English as a second language.

I suggest, therefore, that sections 3(a) and 4(a) be interpreted broadly to include not only the cost of bringing foreign teachers and scholars to this country, but also the cost of the English language training they will need to carry out their purpose in American universities.

Just one final word. If my college is typical of the small college with a deep commitment to the objectives of President Johnson's Smithsonian address, then the small college greatly needs the International Education Act of 1966. Specifically, it needs the enrichment foreign teachers could give to its undergraduate program. It needs to send its teachers abroad for the deepening of their knowledge of those cultures whose nationals they work with in the classroom.

It needs help in planning an area studies program through which our American students may learn about, appreciate, and become sympathetic toward a foreign culture, many of whose representatives are on our campus each year. Such an area studies program would be not only a valuable asset to the deepening of the academic experience of our own American students, but would also serve as a very powerful incentive and a solidifier for an English language teaching program, and from which it could draw strength for its own solidarity.

While the small college needs help in the building of its capacities for international education, I am hopeful, gentlemen, that those who implement this excellent piece of legislation will make use of the talent, the vitality and commitment to the purposes of this bill found in colleges close to the grassroots of America.

Senator MORSE. I am pleased to say that everything you have said I wish to reply to with an "Amen."

Mr. MURPHY. Thank you, Senator.

Senator MORSE. Senator Prouty.

Senator PROUTY. Dr. Murphy, given St. Michael's background in the teaching of English as a foreign language, what kind of a proposal would you assume that you, in an institution like that, would make for assistance under the International Act, should it become a law?

Mr. MURPHY. I find that this bill is a great stimulus to the imagination. It offers so many possibilities that might be difficult at this moment to specify all of them. But I can immediately think of the possibilities for the development of a badly needed library that we haven't been able to afford for those foreign students who are on our campus.

TEACHER EDUCATION

I can think of the great possibilities that it offers for teacher education. Just by way of illustration, in our English for Foreign Students Department, we have a man with whom I was talking the other day who was in Iran about 15 to 18 years ago. This man is probably teaching a dozen or more Iranian students each year. Here is a man whom the college has not been able to release to go to Iran for a period of study. I think this bill offers the possibility for such a faculty member to be able to go abroad to familiarize himself with the culture of the foreign students with whom he is dealing every day in the classroom.

These are just a couple of the many possibilities.

Senator MORSE. Would the library suggestion that you make be limited to specialized library facilities or general library facilities?

I asked because I can see how the act might be used to provide you with library contents that you particularly need in the handling of your programs for foreign students. But if it is a general library, I think you might run into difficulty in that it would be argued that you should apply under the Higher Educational Facilities Act and the library provisions provided therein, rather than to use this for construction facilities other than those facilities essential to the particular foreign study program that you have in mind.

Mr. MURPHY. Yes, Senator. I am thinking now of the specialized libraries that will need to be developed, and for which funds will have to be provided by this legislation if we are going to expand our foreign study program and our English language training for visiting scholars and teachers.

CONSORTIUM ARRANGEMENT

Senator PROUTY. Dr. Murphy, because of the limited funds provided for in the bill, do you envision a consortium arrangement whereby St. Michael's College and the other with an area center might share in the education of the foreign nationals?

Mr. MURPHY. Yes, I do, sir. This is the kind of thing that is stimulated, it seems to me, by this bill. I think, for example, of the possibility of our contribution to a larger group of universities—I can conceive of the possibility that the foreign teachers and scholars arriving in this country might stop, first, for example, at St. Michael's College for English language training on their way to the larger area center.

Senator PROUTY. I think, Mr. Chairman, I personally would give a very high priority to including language in the bill to specifically include an authorization in fairly comprehensive terms so that when we say "international education," the program will include the type of basic program that Dr. Murphy has described for us. In this way, the program will go in a specific and definitive direction, rather than off in various directions, depending on how the phrases might be interpreted. Therefore, it must be recognized that phrases like "international studies" or "international affairs" have different meanings to different people.

Would you care to comment on that, Dr. Murphy?

Dr. MURPHY. I would fully agree with you, Senator Prouty. I believe that a clear, concretely delineated interpretation of sections 3(a) and 4(a) is necessary to provide for what seems to me to be fundamental for any successful program in international education. The fundamental is the study of language.

(The prepared statement of Dr. Murphy follows:)

PREPARED STATEMENT OF EDWARD F. MURPHY, CHAIRMAN, DEPARTMENT OF ENGLISH, ST. MICHAEL'S COLLEGE, WINOOSKI, VERMONT

Mr. Chairman and members of the Education Subcommittee of the Senate Committee on Labor and Public Welfare, I am Edward F. Murphy, Chairman of the Department of English of St. Michael's College, Winooski, Vermont. I consider it a privilege to present testimony on behalf of the faculty and administration of St. Michael's with reference to the proposed International Education Act of 1966.

While you have heard the testimony of distinguished experts in the field of international education, I think you may wish to hear also from one who represents a small model of support for international education. I speak for a college whose total student body is smaller than the faculty of a large university. Still, I do not think of myself as a small voice "crying from the wilderness" of Vermont. I take pride in the fact that St. Michael's College was a pioneer in the field of English language training for foreign students and that it is respected throughout the world for its dedication to international education.

My purpose is not to boast about what we have done, but to urge the passage of the International Education Act of 1966. I stress the fact that we are a small college because I think this committee and those who later implement this legislation should not overlook the small college as a resource for the development of the international education program.

As background to my remarks about the bill before us it might be pertinent to give you an outline account of St. Michael's involvement in international education.

St. Michael's College was founded in 1904 in Winooski, Vermont, by the Fathers of St. Edmund, a religious Society of French origin. The Society brought with them to America around the turn of the century a long tradition of educational effort in France and England. Out of their special relation with these countries and Canada, the Fathers of St. Edmund at the college developed an exchange program involving scholars, teachers, and students. The dimensions of this program have been small, but the depth of the commitment to international education great. In 1964 for example, the Society tapped its limited manpower resources to send men to Caracas, Venezuela; today plans are all but completed for the establishment of a school in that developing country.

Twelve years ago St. Michael's College, recognizing the fundamental importance of training foreign students before they undertake academic programs in this country, instituted a Program of English as a Foreign Language. In 1957 the program was organized as a full academic Department of English for Foreign Students which regularly trains about 400 students a year. Since its inception the language program has been called upon to serve our government and the international community in emergencies and special situations, often with resulting strain on the limited resources of the College. During the winter of 1956-57, for example, the Institute of International Education placed 104 Hungarians at the College for 16 weeks of English language training. Similarly, the National

Catholic Welfare Conference and local social agencies placed a group of Cuban student refugees from the Castro regime at St. Michael's in 1961. The Department has also been called upon to provide special training programs for selected groups of teacher trainees from Tunisia and the Congo, sponsored by the United States Agency for International Development (AID). Some other agencies sponsoring or referring foreign students to St. Michael's College are: The American Friends of the Middle East, the African-American Institute, the Kuwait Student Bureau, the Centro Venezolano-Americano, the Japan Society, the North American Association of Venezuela, and the Instituto Colombiano Espializacion Tecnica en el Exterior (ICETEX).

At the present time the Department offers the following programs:

a) *The Sixteen Week Program in English as a Foreign Language* offered twice during the academic year and the Eighth Week Summer Session Program. These programs are designed to perfect reading, writing, speaking, and understanding American English. Students are placed on an appropriate academic level on the basis of results obtained from a battery of placement examinations. The student spends three hours a day in small classes of ten or fewer students, and one hour a day in the Department's fully equipped language laboratory. The class work consists of conversation, written composition, grammar, pronounciation, dictation, and intensive and extensive reading. The laboratory drills are integrated with the classwork.

b) *English FS 102.* English FS 102 is a sixteen-week concentrated Freshman College English Course. The content of this course is the same as that required of all degree students at St. Michael's. It is fortified, however, with an increased number of class hours and a required language laboratory. The classes are limited to 15 students and are taught by instructors trained to cope with the special problems and difficulties which foreign students have with the language and with culture concepts. English FS 102 is attractive to students who seek further training and mastery of English before undertaking college or university work in this country.

c) Teacher training in the Teaching of English as a Second Language (TEFL):

1. The Summer Institute. An eight-week diploma program consisting of descriptive analysis of English phonology, morphology and syntax, and vocabulary and methods in TEFL. The Institute carries nine credits for students admitted to graduate status. It is the core of the Master of Arts Program in Teaching English as a Second Language. Through August 1966, 118 teachers and teacher candidates have completed the Institute in the Teaching of English as a Second Language.

2. Master of Arts in Teaching English as a Second Language.

Started in 1962, this program consists of thirty hours of work, including the Institute courses; 12 hours of English and American Literature; a coordinating seminar in Education; and a Bibliography and Research Course which requires the student to write a scholarly paper. Through August 1966, 18 students had earned the degree of the Master of Arts in Teaching English as a Second Language. 35 students are currently working toward this degree.

Facilities. The Department of English for Foreign Students is housed in two floors of a frame building on the west side of the campus. A large downstairs room is used for the language laboratory of thirty booths. Each booth is equipped with two tape recorders which enables the staff to use the library method of instruction. Master control and tape duplicating facilities complete the language laboratory.

Also located in this building are seventeen offices for faculty and staff. A specialized library of books, records, and recordings is available for the Teaching of English as a Second Language. Five classrooms are available in a nearby building for the use of the Department.

During the summer session, the Department is able to accommodate up to 250 students. During the academic year, it can accommodate less than 100 because of limitations of available housing.

All students take their meals in the student union building. Dietary laws are observed according to the religious principles of the students. All students have equal access to the social and recreational facilities of the campus.

Office of the Foreign Student Advisor

The Foreign Student Advisor and his staff work full-time to assist the student in the management of his problems and to help him with acculturation to American life. The work of the Foreign Student Advisor includes assistance in complying with U.S. Immigration regulations; counseling in financial, legal, and other matters; help in formulating personal academic plans, and assistance with college and university placement. The Advisor arranges the placement of foreign students with American host families for vacation periods and organizes other activities to bring the foreign students in direct contact with American life.

About the Foreign Students

3073 students from 60 foreign countries and five continents have studied in the Department of English for Foreign Students in the past 12 years.

TABLE I.—*Enrollment, 8-week sessions, department of English for foreign students*

Year	June	September	November	January	April	Total for year
1954-55	X	5	10	10	9	34
1955-56	65	26	16	25	25	147
1956-57	66	36	28	[1] 123	[1] 143	[1] 396
1957-58	126	48	53	48	81	356
1958-59	125	51	46	37	31	290
1959-60	152	48	45	[1] 93	47	385
1960-61	[1] 172	69	59	[1] 89	45	[1] 434
1961-62	133	59	48	61	47	348
1962-63	196	55	47	48	60	406
1963-64	201	67	60	65	100	493
1964-65	141	66	74	62	80	423
1965-66	141	81	82	69	102	511
1966-67	187					

[1] Includes special groups of students, Hungarians, and Cubans.

NOTE.—Total enrollment 1954-66: 4,193. Less duplications (some enrolled for more than one session) 1,120. Total individual students (through June 1966) 3,073.

TABLE II.—*Geographical distribution of foreign students at St. Michael's, 1954-66*

Area	*Percent of total*
Africa, 12 nations	4
South America, 8 nations	21
Central America and Caribbean, 11 nations including Puerto Rico	14
Asia and the Middle East, 16 nations	23
Europe, 12 nations	7
Canada	31

Why the foreign students study English as a second language.—Surveys of the intentions of foreign students studying English at St. Michael's College indicate that 51 percent will continue as students in American institutions, 37 percent will use their English skill for business or social purposes, and 12 percent are teachers of English seeking to increase their competence. Through June of 1966, of the foreign students who planned to continue their education at American institutions, 48 percent went to 164 private colleges and universities. Another 29 percent went to 106 municipal or State colleges and universities. Nine percent enrolled in 36 technical institutes; 6 percent went to junior colleges; 6 percent to public or private secondary schools, and 2 percent went from St. Michael's to other language institutes in the United States or abroad.

When St. Michael's international effort is viewed against the world's needs, her contribution may be only a "widow's mite," but it is made in the spirit of President Johnson's plea that we extend our "treasure to those lands whose learning is still a luxury for the few."

You gentlemen who have examined the various publications of those agencies directly concerned with international education here in the United States know that the St. Michael's program is typical of the many English language centers where not only foreign students are taught the English language in short term intensive courses but also where foreign teachers are given modern second language methodology, techniques, and procedures. These teachers return to their homelands oriented, we hope, to a sympathetic point of view with the American way of life. Some of these institutions have been expertly accomplishing this task for ten years or more.

I feel that they are in a position to make great contributions, and the fact that they have been doing this for several years makes it very important that we examine them closely as a fundamental resource in the development of new and richer international curriculums.

While the International Education Act is primarily concerned with strengthening graduate and undergraduate programs of international studies in colleges and universities in the United States, it has to do also with the contributions that visiting foreign faculty members can make to such programs.

It seems to me that an intensive study of foreign areas and cultures by the American nationals even with the help of foreign scholars could not be fully fruitful unless both Americans and foreigners can be so oriented through language studies that their exchanges can be received and understood. Further, a two-way avenue of communication must be opened between our American students who will, as graduates of an Area Studies program, have something to offer, and foreign people who will be the recipients of the fruits of that study. This means then, that specific measures must be taken to provide opportunities for more foreign citizens to learn the English language which has become the lingua franca for such intercourse. It also means something more. There must be many "on-the-spot" sympathetic interpreters of American culture in the foreign communities themselves. And who can do this all important job more effectively and realistically than large numbers of foreign teachers who have come to the United States for a period of orientation and instruction in these already existing academic institutions? These teachers back in their own classrooms will not only be more clearly understood and accepted in their own communities but they will most certainly reach numbers of foreign nationals in their own countries who will never come in direct contact with Americans.

My first point is two-fold, gentlemen, 1) that intensified efforts must be made to teach foreign nationals enough English to receive the contribution of the American specialists who will be the products of our international studies centers, and 2) that we must train more foreign teachers here in the United States with short, concentrated programs so that they may return to their own classrooms to be, themselves, the interpreters of American life. This will have to be accomplished by cooperation among the Department of State, A.I.D., USIA, the Department of Defense and the Peace Corps, all of whom are presently concerned with this type of training.

My second point is more relevant to the International Education Act. These existing academic institutions specializing in the teaching of English as a foreign language should not be overlooked as a valuable resource for the area centers proposed in this legislation. While the International Education Act is not specifically designed to help foreign students come to this country, it is important to interpret broadly sections 3(a) and 4(a) to include not only the cost of bringing foreign teachers and scholars to this country but also the cost of the English language training they will need to carry out their purpose.

If St. Michael's is typical of the small college with experience in international education and with a deep commitment to the objectives of President Johnson's Smithsonian Address, but with limited resources, then the small college greatly needs the International Education Act of 1966. Specifically, it needs the enrichment foreign teachers could give to its undergraduate program. It needs to send its teachers abroad for the deepening of their knowledge of those cultures whose nationals they work with in the classroom. It needs help in planning an Area Studies program through which our American students may learn about, appreciate, and become sympathetic toward a foreign culture many of whose representatives are on campus each year. Such an Area Studies program would be not only a valuable asset to the deepening of the academic experience of our own American students, but would also serve as a very powerful incentive and solidifier for our English language teaching program, and from which it could draw strength for its own solidarity.

While the small college needs help in the building of its capacities for international education, I am hopeful, gentlemen, that those who implement this excellent legislation, will consider this testimony that there is talent, vitality, and commitment to the purposes of this bill in colleges close to "the grass roots" of America.

Senator PROUTY. Thank you very much, Doctor. I am delighted to have had you here this morning. And I am sure your testimony will be most helpful to the Senate committee.

Senator MORSE. Thank you. You have been very helpful.

If you will file any supplemental statement at any time before we close these hearings, I will be very glad to receive it and put it in the record.

Mr. MURPHY. I would be very pleased to, Mr. Chairman. Thank you very much.

Senator MORSE. Our next witness will be the witness whose name appears first on the agenda.

And to Mr. Booher, I express my regrets that he is being taken out of order. But it was necessary for me to accommodate, as we always do, my colleagues in the Senate.

I am now pleased to call on Mr. Edward E. Booher, president of McGraw-Hill Book Co., Inc., New York.

I am delighted to have you with us.

Senator PROUTY. Mr. Chairman, just across the hall another subcommittee of the Labor and Public Welfare Committee is marking up the so-called poverty bill, so I will have to be excused.

Senator MORSE. I can understand that.

Mr. Booher, we are delighted to have you with us. You may proceed in your own way.

STATEMENT OF EDWARD E. BOOHER, PRESIDENT, McGRAW-HILL BOOK CO., INC., NEW YORK, N.Y.

Mr. BOOHER. Thank you very much, Mr. Chairman.

And I might say, Mr. Chairman, I have not been inconvienced. I thank you very much for your remarks.

My comments are quite brief, so I shall read them.

But as a preamble to this, may I say that nothing I shall say or read is intended to take issue in any way with the statement you made following Dean Korbel's presentation.

Senator MORSE. Even if it did, that woud be a good thing.

Mr. BOOHER. I happen to agree with your statement. And if I may venture an opinion, I can't think of anyone who is better equipped than the chairman to see that the provision that you speak about is written in this bill, due to your rather extensive experience in guiding legislation of this kind through the Senate.

I appear here today on behalf of the American Book Publishers Council and the American Textbook Publishers Institute, in which organizations I currently serve as chairman of a joint committee concerned with governmental affairs. The council, numbering 190 members, is made up of commercial firms and nonprofit organizations publishing general books, including adult, juvenile, scientific, technical, and professional, book club, paperbound, and university press books. The institute is composed of approximately 110 firms publishing elementary, secondary, and college textbooks, encyclopedias, and other reference works, and educational tests and maps.

Many of the major publishing firms belong to both organizations. The members of the council and the institute publish well over 95 percent of books of all types produced in the United States.

CHANGE MADE BY HOUSE

Endorsement of H.R. 14643: We give our strong endorsement to H.R. 14643 as it passed the House of Representatives. It seems to us that the changes made by the House represent improvements in the meaure as originally introduced, especially with respect to more adequate appropriation authorizations.

The House-passed bill provides—

(1) For a grant program to American colleges and universities to establish graduate centers for research and training in international studies;

(2) For a grant program to assist colleges and universities in developing comprehensive programs for improved undergraduate instruction in international studies; and

(3) For strengthening title VI of the National Defense Education Act of 1958 relating to area and language centers in educational institutions.

In addition, grants may be made to public and private associations contributing to objectives 1 and 2. We believe all three of these provisions of the bill to be important as a means of strengthening the understanding of international affairs in the training of college students and in building up a larger and better equipped corps of experts in a wide variety of international specialties for service to government, business, and education.

TRAINING OF SPECIALISTS IN BOOK PUBLISHING

Specifically, we believe that one of these graduate centers of research and training in international studies which the bill would authorize should include a special program for the training of specialists in the techniques of book publishing and the writing and editing of educational materials in developing countries. This is a key function in helping to create modern educational systems and the U.S. publishing industry has been working with Government agencies on a consulting basis to provide expert assistance in this field in a number of countries. However, it would be desirable to have a center at which this training could be carried on in a more systematic and intensive basis both for American citizens and citizens of developing countries.

On other domestic aspects of the international education program not specifically dealt with in the bill before you, we have offered our cooperation in the areas of strengthening programs of international studies in elementary and secondary schools and in participating in conferences of leaders and experts in discussions and exchanges on international understanding.

We realize that the bill before you deals only with a limited number of the domestic aspects of a much broader program which was set forth by the President in his special international education message to the Congress earlier this year, which covered a wide range of activities, both domestic and foreign. The preamble of the bills before you takes this into account and suggests the general agreement of the Congress with the more comprehensive program set forth in the President's message.

The book publishing industry is very much concerned with the overseas aspects of international education. It is not generally known how important a role American books play on the international scene, and particularly in the field of education. Although book exports amount to only 8 percent of our total production, that 8 percent makes us the major book exporting country in the world, surpassing the traditional leaders—the British—by a small but growing margin. This export position is a development of the last 20 years. Before World

War II we were a net book importing country with only very marginal exports, principally to Canada and the Philippines. Now the exports and sales of American books abroad are on the order of $150 million a year, or three to four times our book imports. We sell books of every kind abroad, but textbooks, dictionaries, encyclopedias, and scientific, technical and scholarly books predominate. In many countries of the world English has become the language of instruction in scientific, technical, and professional training at the university level and American books are widely used as the standard university texts.

COOPERATION OFFERED BY PUBLISHING INDUSTRY

In view of this background we are naturally greatly interested in the external aspects of the President's program for international education. We have already met with some of the leading Federal officials in the executive branch concerned with these matters in order to offer our cooperation in a variety of ways, some of which I should like to list briefly at this point:

1. We have volunteered and have had accepted assistance in the briefing and the background training of the new corps of education officers to be set up in the U.S. Foreign Service to provide information on the American publishing industry. These officers will be called on to advise on matters relating to the production and distribution of educational materials in countries to which they are accredited and we will provide them information on the resources they can call upon in American book publishing firms.

2. We have offered to make available to the proposed American Education Placement Service in the Department of HEW the names of experts of various kinds from the publishing industry who might be available for foreign service on a full-time or on a consultant basis.

3. We have indicated our willingness to continue to work closely with the Agency for International Development in every field in which we can be of help in their educational projects and programs. We have worked with AID over a period of years and are delighted to see that increased emphasis will be placed on education activities in this Agency.

4. We are particularly pleased to see emphasis in the President's message on the teaching of English abroad. As the world's leading exporter of English language books and other teaching materials, we have long been convinced of the fundamental importance of English as a primary language of international communication, and as a basic tool of educational and economic development. We will continue to cooperate with those Government agencies concerned with English language teaching programs abroad making use of materials produced by American publishers.

FLORENCE AGREEMENT

We have also suggested that it would be very useful to tie together the work of the existing Government Advisory Committee on International Book Programs—on which leading book publishers serve and which advises the Department of State, AID, and USIA primarily but also other Government agencies—with the overall coordinating committee to be established in the field of international education, the Council on International Education. We have recommended specifically to Secretary of HEW Gardner that the chairman of the Government Advisory Committee on International Book Programs be made an ex officio member of the Council on International Education.

We were also particularly pleased to see in the President's message, mention, for the third time within the past year, of the importance of U.S. adherence to the Florence agreement, freeing educational and cultural materials from tariff duties and the related Beirut agreement, which has similar provisions for audiovisual materials. The passage of the implementing legislation permitting the United States to adhere to these two multilateral conventions which have already been approved as treaties by the Senate, will not only aid our own educational community but greatly improve our stature in intellectual and educational circles abroad in the 50-odd countries which have already adhered to these agreements. The House Ways and Means Committee has now approved the implementing bills and we hope that they can become law before Congress adjourns this year.

In conclusion, let me repeat our strong endorsement of the provisions of H.R. 14643 and of the broad outlines of the President's expanded program for international education. We believe the bill and the program as a whole are important to the national interest. We pledge our cooperation in every aspect of the program in which the resources, training, and expertise of personnel in the book publishing industry can be helpful. We are grateful to your subcommittee for this opportunity to present our views.

SUPPORT OF AMENDMENT NO. 736

And if I may, Mr. Chairman, I would like also to say that we support the amendment No. 736 which Senator Javits has put forward.

Senator MORSE. You are a mindreader. I was just about to ask you a question about it. I am delighted that you have raised it yourself. Make whatever comment you care to make on it. It will be very helpful to us. And you can even supplement your comment with a written statement later if you desire to. But I am particularly anxious to have your view and that of the people you represent on the Javits amendment.

Mr. BOOHER. Thank you very much.

In my mind, this is related to the informational media guarantee program for books, under which the developing countries all over the world at one time or another have been able to use their own currency for the purchase of American instructional and informational media. I have had a great deal of personal experience with this particular program, and particularly in Poland and Yugoslavia, to mention two countries where we have been able to place in the hands of the people of those countries information, books, and learning materials which we are quite certain they could not have acquired in any other way except through being able to use their own currencies to buy them.

Now, it seems to me that what Senator Javits is proposing in his amendment is a kind of an IMG education program. And I would hope that it wouldn't be too restrictive in the countries to which it would apply.

I would hope, for example, that it would include Yugoslavia; that might include Poland. There are many nations in the world that are eager to have our educational programs, our educational materials, if we can provide them, and would be glad to pay for them if they have a way of using their own currencies.

This makes great sense to me, and I know it does to the industry I represent.

Senator MORSE. Thank you very much.

S. 2037

Mr. BOOHER. I think, also, Senator Javits' bill, S. 2037, which is really the amendment in the NDEA of 1958, is also a rational and needed addition. This simply makes stipends available to individuals as well as institutions.

Going back, by the way, to amendment 736, it seems to me that the grant of a maximum of $3,000 U.S. dollars is adequate. I am not sure, though, but what there shouldn't be some kind of provision for travel. Because when we bring people from around the world, the cost of getting here will eat up a good part of that. And, that, it seems to me, would be something that would help in this respect. To bring a person in from Mexico is one thing. To bring him in from Indonesia is another

Senator MORSE. I am very pleased that Senator Yarborough has been able to join us.

You may question, Senator

Senator YARBOROUGH. Mr. Booher, I arrived after you began with your statement. But I have scanned through it, and read parts carefully, and have had the privilege of listening to the latter part of it. I want to congratulate you on this fine statement.

Incidentally, the books that you were able to dispose of in Yugoslavia and Poland; what subjects were they on?

I might say, incidentally, that I have been studying some books published by your publishing firm for a good many years, and more since I got elected to the Senate, than I did as a practicing lawyer. And I find this job up here requires as diligent study as was required in any college year I ever put in in my life. And I buy more of your textbooks than I did before I came to the Senate.

What subjects were the textbooks that you sold in Poland and Yugoslavia?

Mr. BOOHER. Well, by the terms of IMG we are confined to a very broad spectrum of books of a nonpolitical nature, books of practical usage of all kinds, books of science and technology and management, economics——

ECONOMICS AND MANAGEMENT TEXTS

Senator YARBOROUGH. You say management. Do they buy these management texts that you put out?

Mr. BOOHER. Indeed, they do. Books on American enterprise.

Senator YARBOROUGH. American management; of course, people studying it in college use your textbooks a great deal. Are those bought over in Poland and Yugoslavia?

Mr. BOOHER. Yes, they are. And they not only buy the books, but through IMG funds they buy the rights to translate and publish in their own country.

Senator YARBOROUGH. You say economics?

Mr. BOOHER. Yes. Samuelson's book on economics, which is a classic textbook in this country, has been translated for use in universities in both of those countries. In Yugoslavia, it is taught in a course called Western economics. But it is offered and sold and you can buy it on open shelves in a bookstore. This, to me demonstrates the importance of IMG, because I don't think this could have happened in countries where you have blocked currencies or soft currencies, and we simply can't trade.

I happen to believe also that there is no better way to make a friend than to help him. And good books help people. Books on engineering help people. Books on science help people. And the way to get to a man's mind is this way, not through propaganda.

Senator YARBOROUGH. You mentioned science, and I assume that there would be little dispute over chemistry or physics. But do they buy our textbooks in anthropology and biology? I notice the Communists have had some different theories on their anthropology and biology than ours. And they treat those to some extent as political subjects in their conclusions. Do they buy textbooks in those subjects?

Mr. BOOHER. To a lesser extent. They are also published, books in biology and sociology and anthropology, but not to the extent that books in the physical sciences and technology are published, because these are actually more widely needed and used, used not only in the institutions but by practicing technologists, by practicing engineers, and by industrialists.

Senator YARBOROUGH. Do they give any courses in their colleges in American history as we teach it here, in our theory of American history? Do they use any of our textbooks?

Mr. BOOHER. I know that our books are used, Senator. I know that some of them have even been translated into their own languages and used. How the course is taught, though, I can't comment on.

Senator YARBOROUGH. They do use some of our American history?

Mr. BOOHER. Indeed, they do.

Senator YARBOROUGH. You mentioned economics, the Western theory of economics. I wonder if they use our version of history, which is quite different from some of their versions.

Mr. BOOHER. Yes.

Senator YARBOROUGH. Thank you very much. It is an interesting subject, but I am consuming too much of the time of the other witnesses of the subcommittee. It has been very interesting.

Mr. BOOHER. Thank you, sir.

Thank you, Mr. Chairman.

Senator MORSE. The next witness will be A. Russell Buchanan, vice chancellor for academic affairs, University of California at Santa Barbara, Calif.

You are going to testify not only on your own behalf, but on behalf of Dr. Allaway, who is the director of the education abroad program of the University of California.

We are delighted to have you, and you may proceed in your own way.

STATEMENT OF DR. A. RUSSELL BUCHANAN, VICE CHANCELLOR FOR ACADEMIC AFFAIRS, UNIVERSITY OF CALIFORNIA AT SANTA BARBARA

Mr. BUCHANAN. Thank you very much.

Senator Morse, Senator Yarborough, ladies and gentlemen, as you just indicated, Dr. William H. Allaway, director of the education abroad program of the University of California, was originally slated to meet with you this morning. And he has prepared a statement, copies of which have been made available to the committee.

Senator MORSE. The statement will be inserted in the record at this point.

And will you express to Dr. Allaway our sincere appreciation for the statement, and our regret that he could not come, but our pleasure in having you in his place.

Mr. BUCHANAN. Thank you.

May I explain briefly why he did not come. Time and other duty caught up with him. He is presently on board a ship bound for Europe with a large contingent of California students who are destined for a year's study abroad.

So rather than read his statement to you, I should like to make a few comments, and then I will make myself available to answer questions.

(The prepared statement of Dr. William H. Allaway follows:)

PREPARED STATEMENT OF DR. WILLIAM H. ALLAWAY, DIRECTOR, EDUCATION ABROAD PROGRAM, UNIVERSITY OF CALIFORNIA AT SANTA BARBARA

S. 2874, a bill designed to strengthen American educational resources for international studies and research, is one in which the University of California, and particularly the Santa Barbara campus of the University, is keenly interested, partly because of the University's deep involvment in international education, but even more because of the conviction that the road to enduring peace and prosperity requires that knowledge, those understandings, those skills, and those attitudes which only education can provide.

As you no doubt know, the University of California enrolls more students from abroad than any other university in the United States. In addition, the University is constanly enriching its program and expanding its outreach by the enrollment of graduate students and research workers from many lands and by the appointment of visting professors from universities around the world.

What may not be so well known is that the University has recently developed a University-wide Education Abroad Program, administred by the Santa Barbara campus, which promises to make a significant contribution to international education both at home and abroad. Under this program ten overseas study centers have been established on three continents, and by 1975 it is anticipated that there may be as many as thirty study centers on all six continents. In 1966–67 some 350 highly-selected University of California undergraduates will spend the academic year abroad. By 1975–76 this number may approach 2,000 if the necessary resources become available.

Undergraduate study abroad is not new. Some programs have been in existence for a quarter of a century and today there are more than 150 such college-sponsored programs, enrolling more than 5,000 U.S. students. However, the University of California approach has a breadth and depth which make it a model for others. One of the distinctive features of our program is the emphasis placed on the full integration of the UC students into the life of the partner university. University of California students become fully-participating members of the foreign university and its wider community. They live as do the students of the host university, eat in the same student dining halls, attend the same classes, share the same professors, and take part in their social, athletic and cultural activities. This shared life and the quality of this communication have an enduring effect upon the perspective, ideas and ideals of both groups of students.

While it is impossible fully to measure the impact of such an educational experience, it is already clear that this program is doing more than providing a unique international educational experience for a growing number of highly qualified students. It is creating a pool of broadly experienced young men and women whose character, language skill, emotional maturity, intellectual power, cultural enrichment, and understanding of the modern world fit them uniquely to become teachers, government officials, and business leaders in our own and many other countries, including the developing countries. It is for this reason, for example, that the Department of State gives travel grants to the undergraduate University of California students who are studying at The Chinese University of Hong Kong. Similar grants are given to the two participating University of California professors who in 1965–66 assisted this University to develop a School of Education and a School of Social Welfare and to the four graduate students who are serving as teaching assistants there while carrying on their own graduate research projects.

So successful has been our experience that this graduate dimension is being added to the other study centers. We recognize how much this on-the-ground experience can contribute to graduate research and how much such students can contribute to the foreign universities, particularly in the developing countries.

We have been singularly fortunate in associating with universities which share our ideals and our view that universities participating in a two-way educational exchange stand to benefit from such an exchange. For example, the world-famous George August University in Goettingen, where we have had a study center since 1963, has sent us in 1965–66 ten outstanding graduate students sponsored by the Volkswagen Foundation. So fruitful has been their experience that the George August University will send fourteen Volkswagen scholars in 1966–67. To assist this two-way flow of talent, The Regents of the University of California have waived the $981 non-resident tuition for the students nominated to us by our partner universities. However, the cost of intercontinental travel and of room and board in the United States is often beyond the means of many of the students whom our partner universities would like to send to us. This is particularly true of the universities in the developing countries. I cite the Education Abroad Program only to illustrate one aspect of the commitment of the University of California to the objectives of the International Education Act. Our University and many others have a strong base on which to build stronger resources in international studies in partnership with the federal government.

As Vice-Chairman of the Committee on Academic Programs Abroad of the Council on Student Travel and Chairman of the Committee on U.S. Students Abroad of the National Association for Foreign Students Affairs, I have participated in conferences around the world of educators from many countries who were wiling to devote their time and energy to the development of student exchange programs with greater sophistication. Many of these persons were heads of universities receiving American students now who were anxious to explore ways and means of improving such programs.

On the initiative of the Council on Student Travel, President Clark Kerr of the University of California, and Chancellor Herman Wells of Indiana University, an International Committee on Educational Exchange, composed of a representative group of American and foreign universitiy presidents, is in the process of formation to study implications of these programs in the future. In other words, I feel the collective wisdom of universities around the world is needed if effective international programming is to be established in American colleges and universities. This committee is a constructive step in the direction of tapping such wisdom for the benefit of all.

I would be remiss if I did not call attention to the action of the membership of the National Association for Foreign Student Affairs at its annual business meeting in Chicago in May, which passed a resolution in support of the International Education Act of 1966 unanimously. NAFSA is the professional organization of representatives of educational institutions and organizations directly concerned with the field of educational exchange and it seems to be of some significance that this organization would recognize the great value of the International Education Act for higher education and should place itself so firmly on record favoring the legislation in its present form. The text of this resolution is as follows:

"RESOLUTION IN SUPPORT OF THE INTERNATIONAL ACT OF 1966

"Whereas, the National Association of Foreign Student Affairs is dedicated to the thoughtful and carefully conceived expansion of educational interchange between American universities and the universities of other countries around the world; and

"Whereas, such expansion and the qualitative improvement of existing programs of interchange has been inhibited by the lack of adequate resources in the colleges and universities of the United States; and

"Whereas, expanding services for foreign students and the American students desiring to study abroad is a major specific need which should be partially met by federal assistance to colleges and universities; Therefore be it

"*Resolved*, That the 1966 Annual Meeting of the National Association for Foreign Student Affairs:

"Welcomes the substances and the spirit of the President's message on International Education and the related legislation, the International Education Act of 1966;

"Commends the early passage of the proposed legislation (HR 12451, HR 12452, and S. 2874) to the House of Representatives and the United States Senate;

"Urges the early appropriation of the funds needed to implement effectively the provisions of the act;

"Offers to those governmental agencies and departments involved the support and counsel of the leadership and membership of the NAFSA in implementing their expanding roles in the field of international education; and

"Directs the President of the National Association for Foreign Student Affairs to transmit a copy of this resolution to the President of the United States, the governmental agencies, departments, and legislative bodies concerned, and such other persons as he and the Board of Directors shall determine."

A number of major factors make the International Education Act of 1966 of great significance to American colleges and universities. 1) A wedding of federal aid with the resources of the colleges and universities administering undergraduate programs overseas could open the possibility of study abroad to a wide range of students who presently consider such an experience as beyond their financial means. For example, students of the University of California are students from the main stream of American life and as such, the average student is ill-equipped to afford the expense of study abroad, even under a program that minimizes the cost as ours does. As you may know, we estimate that 90% of the student population of the University of California earns part or all of their educational costs in the University during their stay as undergraduates. 2) While the University of California and other institutions in this country have developed wide-ranging international programs, there is no question but what such programs are expensive. Thus, although they are essential, they must be kept in very careful balance if our University is to serve appropriately the wide range of interests in the State of California and other institutions are appropriately to serve local needs. The assistance of the International Education Act could enable the University to carry forward a much more far-reaching and comprehensive set of international programs. Let me say at this point that the most far-reaching impact of the International Education Act is the implication for colleges and universities and groups of institutions that international education not only comprehends a wide range of activities within our colleges and universities, but that it indeed provides a framework within which all such activities may be carried on. The implications of this for an institution like the University of California will be profound if in the process of preparing to benefit from the International Education Act of 1966, the University does more to clarify lines of communication which will relate the persons involved in centers for advanced international studies to those faculty members most directly concerned with developing the undergraduate curriculum, the persons involved in the administering of a wide range of international programs, and the persons responsible for the training of teachers for our schools. Much of the international programming in colleges and universities, regardless of size, has developed on an ad hoc basis without the consideration of an effective institutional policy in this area and without communication with other persons involved in international programming in the same institution. What is needed at this state is greater articulation of the various programs within an institution, not only with each other so that it is possible to build on the competence of other programs, but also so that there can be a coherent pattern for utilizing the skills and services of individual programs throughout the curriculum of the University. In short, the bill really demands that our educational institutions plan effective approaches to international education as a whole if they are to benefit from the cooperation of the federal government. If this is not explicit in the legislation, I believe it to be implicit and I feel that Secretary Gardner and those directly responsible for the administration of the Act are aware of the importance of these implications for higher education, and will provide the necessary funds to institutions and groups of institutions to carry out such planning as a part of the initial phase of the implementation of the Act. I would advocate consciously breaking down the dichotomy between centers for advanced international studies with a graduate emphasis and the undergraduate programs in international studies which exists in many institutions. We have attempted this in the University of California with some success by involving the heads of graduate centers concerned with various areas of the world in the developing of undergraduate study centers in those areas of the world.

3) Broadening the provisions of the NDEA to permit support for training in languages which are currently offered in our colleges and universities is a vital part of international programming in terms of the impact colleges and universities can have on secondary and elementary education. It is no secret that the teaching of languages in our elementary and secondary schools, while making some progress, is still woefully lacking. One cannot teach another person a language without in one way or another becoming an interpreter of the culture of that language. To be in a position of interpreting a culture to another person without ever having lived in the culture oneself places thousands of teachers in an untenable position each year. In England, for example, one does not become a teacher of French without spending a period in France assisting in a classroom and becoming at least superficially involved in French culture. This same requirement should exist in our schools, but can only exist through the partnership of our colleges and universities with the federal government because of the enormous costs involved in developing programs of the [illegible] demanded by the great breadth of our educational structure. 4) I would like to note specifically the importance of the provision for sending faculty members of our institutions overseas and the bringing of faculty members as visiting professors to American colleges and universities. Many of our faculty members have had significant experience overseas which has profoundly influenced their capacity for providing intellectual stimulus to their students. This is an aspect that demands systematic development by our colleges and universities and one of the functions of the Act should be to provide an opportunity for programming overseas experience for our faculty members and the integration into our institutions of greater numbers of faculty visiting from overseas. 5) May I just identify some significant points at which undergraduate study abroad programs need strengthening through the good offices of the International Education Act: a) Institutional research of the effectiveness of the programs; b) The strengthening of the administration of the programs, both overseas and on the home campus; c) Provision for the psychological counseling of students in study centers overseas; d) Provision of physical facilities such as residence halls in the host universities overseas to replace space taken by our students; e) Provision of language laboratories for language programs; f) Provision of library facilities which could be shared by American institutions and universities overseas in the furthering of joint academic programs; g) Provision of direct assistance of foreign universities cooperating with American institutions in the educating of American graduate and undergraduate students, such quid pro quo to be determined in consultation between the cooperating universities or groups of universities; h) Provision for conferences of educators from the United States and countries overseas to consider implications of cooperative international programming, including the cost of travel involved in such conferences.

One further point needs to be made. The International Education Act proposes to broaden the involvement of the United States government in the field of international education in a very dramatic way. This, however, can only be implemented if the necessary appropriations are voted. The current efforts of the United States in the field of educational exchange, which is only one aspect of the field of international education, has not been supported in as substantial a way as similar efforts have been in other countries of the world; indeed, it has not been possible for much of the permissive legislation in the Fulbright-

Hayes Act to be implemented in a significant way because of lack of appropriated funds. I would simply call attention to the fact that if there is to be effective involvement in this field of international education by the federal government, it is going to cost much more money each year than our existing educational exchange efforts. Unless such funding is forthcoming, the Congress is raising false hopes in the more than 2,000 educational institutions which see this Act as potentially strengthening their academic posture in the field of international education.

The International Education Act of 1966 promises to open the possibility of both public and private institutions widening the range of international offerings in their curriculum, expanding the administration of international programs that will serve the university community as well as the country as a whole, and opening the door to cooperation between American universities and universities overseas that will mutually strengthen higher education around the world. It will enable our colleges and universities to serve our nation's needs more effectively and deserves speedy passage through the Congress.

Mr. BUCHANAN. The University of California could support this measure from a variety of points of view, both at the undergraduate and the graduate level. As a matter of fact, the House committee heard a very persuasive statement by Chancellor Franklin Murphy of UCLA on this subject.

UCLA PROGRAM

I should like to address my remarks to one facet or one point of the university's contribution here.

The University of California for some time has been conducting an education abroad program, which started out with a single program at the university a year ago. This has since expanded until this fall we have 10 programs in as many different countries. Most of these are countries in Europe. We have one in Latin America, however, and two in the Far East.

The student who returns from a year's experience I think has had a valuable training in international education, which is the purpose of this piece of legislation. For one thing, if he has gone to one of the major countries of Europe he returns with a fluency in language.

Dr. Murphy spoke a little while ago about the importance of teaching English to people coming here; and we stress the other side of the coin, the importance of our students understanding their language. And so, we have prior preparation necessary to an intensive language course.

In addition to this, our students do not take courses over there taught by our own faculty members sent over for the purpose; they are all put into the courses of the universities with which we have understandings. So they sit and listen to the courses in the language, and they have special seminars in which they have an opportunity to discuss the subject matter of the course in the language.

Many of them take courses in political science, sociology, history, and so on. They have the added advantage, then, of looking at these subjects from a point of view outside of the United States. They have the further advantage that their program is integrated into the undergraduate program of the universities so it is a part of that program. When they return they receive credit in the University of California for what they have done.

While I am concentrating my comments on the University of California, I should like to note in passing that I hope that you don't think I am too parochial. I hope you will assume this is one sample or example of a foreign studies program in which many universities are engaged at the present time.

We feel that we have a viable program. It has the strong support of the regents of the university, of the administration, of the faculty, and of the students. It is easy for me to say that. It wasn't so easy to get it. You must remember that we have eight campuses in the University of California, and we send students from all of these campuses. Our director and faculty members are drawn from the various campuses of the university, and they serve on a rotating basis.

ASSISTANCE PROVIDED BY FEDERAL AID

So we believe that we are doing a reasonably good job as it is. On the other hand, we also feel that Federal aid can assist us in a variety of ways. And that, frankly, is my reason for being here this morning.

May I suggest just a few of these possible ways? For one thing, Federal assistance could make it possible for greater numbers of students to experience this year's study abroad. I am sure you know that our student body is rather highly selected, it is drawn from the upper eighth of the high school graduates of the State of California. Our students who participate in this program have to have better than an average grade before they can get into it. So this is a selected group of selected students.

Ninety percent of the students of the University of California are partly, and some of them wholly, self-supporting. As a result, there are able students who could profit from this experience who are not able to take part in it. We do what we can. This is a public university. We have attempted to keep the costs down as much as possible.

The student ship on which Dr. Allaway is traveling is one of these cost-saving devices. We chartered the plan and flew them from the west coast to the east coast in order to save some more money for the students. But they pay their way. And we hope to have the costs roughly comparable to what the costs would be of living on one of the campuses of the University of California, plus the cost of travel.

There are some scholarships. There are numerous loans available. And I should like to thank the Federal Government for making some of these loans possible.

But it seems to me that there is a great opportunity here to extend the number of students who participate in this program.

I think, too, that funds would enable the university to plan and execute a greater expansion of this program than might otherwise be possible, and perhaps expansion into slightly different areas.

For one thing, I think we could extend the training of language teachers in this country. I was reading through the report of the House committee in which questions were raised from time to time as to what can be done at the primary and secondary level. It seems to me that one of the best things that you can do is get a language teacher who can not only instruct the student in the language itself, but who has a personal acquaintance and knowledge of the country in which this language is spoken. And we have some ideas in this direction. And I think we probably would need some help here.

Another thing that this Federal aid would permit would be to increase the exchange of American and foreign professors. Through our association with these different universities we become pretty well acquainted with faculty members at these institutions. In addition to this, our students have become rather well acquainted with the faculty members. They take courses with them, and we have an opportunity to find the people who might do the most good if they were brought here for a limited time. And our own faculty members, while they do not teach except in certain cases, do have an effect upon the faculty of the host institution.

In the case of some of our smaller programs dealing with institutions that need development, some of our faculty members actually teach courses. I might give you just one case history.

We have an association with the Chinese University of Hong Kong, which is a fairly new institution arising out of a suggestion made by an International Commission headed by a prominent British educator. The head of this institution is a man on leave from the Berkeley campus, Prof. Choh Ming Lee from the department of economics. Choh Ming Lee has asked our help in endeavoring to strengthen certain areas within this particular school.

And so we try to find directors for this center who are not only able to take care of our students there but who will offer courses and give advice in certain selective areas. This year, for example, they asked us for a philospher and a mathematician. And we were able to find such individuals, because of our broad base of eight campuses. Last year we sent a man from an education department and a man from a social welfare department.

UNDERGRADUATE TRAINING OF AMERICANS ABROAD

In addition to this—and I think that this is quite important—Federal aid could help us to extend and improve facilities for undergraduate education abroad. For one thing, we need language laboratories in some of these centers. We find a great variation.

The University of Bordeaux, on the one hand, is well equipped for this sort of thing, since it has been doing something of the sort in the past. Some of the other institutions have no facilities at all. This limits our effectiveness.

There are possibilities for centers for language instruction. Last year I visited a little place up in Bressanone on the Brenner Pass, which is owned by the University of Padua with which we have an association. This is an ideal location for a special language training institute.

One of our stumbling blocks in developing——

Senator YARBOROUGH. What did they teach? Were Italian and German taught there, or other languages?

Mr. BUCHANAN. We haven't done anything with this center; it is just a spot. We haven't been able to develop it. Our students are at the University of Padua. They are studying Italian. We have another center at the University of Goettingen in Germany, and the students learn German there. If they went into the teaching program it might be a place where both languages could be taught at the same spot.

Senator YARBOROUGH. Pardon my interruption.

Mr. BUCHANAN. Thank you very much.

Another stumbling block that we have is in housing facilities for our students. For example, this year we are starting a new center in the University of Lund down in the southern part of Sweden. We are limited to 15 students, because that is all the space they can afford to give us. If it could be possible for Federal aid to build or lease residential structures for students, these would not be used just for our students.

Let me give you an example. Let's say that the University of Lund already has six residence halls. We could construct a seventh, and we could throw that into the pool, and our students would be spread throughout. We do not permit our students to live together in enclaves. They are distributed throughout the university residence hall or throughout the town. But in this way we would not be subsidizing a foreign government. We would, in effect, be paying our own way. And in some cases we are working a real hardship on foreign universities because of their willingness to lend us this space.

Another very tight area is in the United Kingdom. For example, in the United Kingdom we have not attempted to set up just one study center. We have students at 3 or 4 centers, because we know it would be unfair to ask space for more than perhaps 9 or 10 students at the most.

LIBRARY FACILITIES

I think library facilities is another point in which we could help. The University of California, in conjunction with a couple of foreign universities, has rescued a couple of American libraries. As you well know, the USIS used to have libraries scattered throughout Europe. In Bordeaux, they gave this up. And the University of California and the University of Bordeaux got together, with the University of Bordeaux providing the space, and the University of California providing some of the funds for library care, to keep this available.

This is an extremely important type of thing, because it is useful not only to our students, but to the foreign students as well.

The same sort of thing was done in Padua, where another library was in effect abandoned. The University of Padua has helped us on that, and this library is actually physically in the same spot as our director's offices. And this has proved to be satisfactory. I have looked over these libraries, and they give a reasonably well balanced small collection of material.

One further point is that Federal aid might make possible international conferences of educators to improve international education. One of the byproducts of our work with foreign universities is that they are thinking more and more about changes among themselves. They haven't been accustomed to giving credit to people going to other institutions. For the first time in history, last year a student in one of the University of California campuses received credit for her work in one of the foreign universities, the University of Padua.

Senator YARBOROUGH. Pardon me for interrupting. You mean it is not customary for American universities to give credit for work done in foreign countries.

Mr. BUCHANAN. It is not customary in European universities to give credit for work done in other European universities.

Senator YORBOROUGH. But, generally, haven't our universities for years given credit for work done in European universities?

Mr. BUCHANAN. That is right. I wasn't referring to that. There is one practical problem, however. A student going over on his own, attending one of these foreign universities may have difficulty getting credit for work he has done, because the work hasn't been evaluated in advance.

Senator YARBOROUGH. They often evaluate it in bloc or en banc don't they?

Mr. BUCHANAN. Sometimes they do.

Senator YARBOROUGH. Pardon the interruption.

Mr. BUCHANAN. I have been involved in the initiation and establishment of the University of California study centers abroad. In conclusion, I should like to thank you for letting me speak in behalf of the bill, through which I think the University of California can contribute in a greater, more significant way to international education. The University of California is firmly committed to the principles of the international studies and research. It is our conviction that one of the most effective ways to put this principle into practice is to provide qualified students with a technical year abroad.

Senator MORSE. You have been very helpful, Dr. Buchanan.

Senator Javits has left a note to me. He is referring to Dr. Allaway's statement, apparently. It reads as follows:

> In several places your statement refers to the financial difficulties faced by young Americans wishing to study abroad. I have suggested that these American students be allowed to avail themselves of some of the aids provided by law to students here in the United States. For example, the loan guarantee program. What are your views on this proposal?

Mr. BUCHANAN. Just before I left I saw a copy of the letter which Senator Javits sent to Dr. Allaway. And I would subscribe to anything that will assist in giving money to students going abroad, certainly.

Senator MORSE. Thank you very much.

Senator Yarborough.

Senator YARBOROUGH. Dr. Buchanan, I have tried to read Dr. Allaway's statement and listen to you at the same time. Each was stimulating.

I am amazed by the fact in the statement, that 90 percent of all the student population in the university earn part or all of their educational costs during their stay as undergraduates. I assume that in your free junior college system that percentage would be even higher than 90 percent.

Mr. BUCHANAN. In the junior colleges of California, probably so, although they don't have to spend quite as much money because our students have to provide housing for themselves if they wish to go away to school.

Senator YARBOROUGH. And in the junior colleges they could live at home?

Mr. BUCHANAN. That is true.

Senator YARBOROUGH. There is one statement I want to call attention to. Dr. Allaway said that:

> The field of international education has not been supported in as substantial a way as similar efforts have been in other countries of the world.

There is a general belief abroad in the land that we do more in the field of international exchange. I won't belabor the point or take time here, but I am wondering if you meant, is there any other part of the free world that does more?

Mr. BUCHANAN. I am going to have to beg the issue on that one and ask him to write you a letter.

Senator YARBOROUGH. I wish you would. I would be very much interested in it. I think the richest nation in the world ought to compete in this age for international exchange. And I approve what you and he have said about helping the students. In the interest of time I will forgo any further questions or comment.

I just want to congratulate you on your excellent statement here, and on Dr. Allaway's.

Mr. BUCHANAN. I will see that he writes you a letter.

Thank you.

Senator MORSE. Thank you very much.

Senator YARBOROUGH. Dr. Buchanan, when was the University of Padua founded?

Dr. BUCHANAN. In the 15th century, I think.

Senator YARBOROUGH. Isn't it one of the oldest universities in the world?

Mr. BUCHANAN. Yes, sir.

Senator YARBOROUGH. And when was the Santa Barbara branch of the University of California opened?

Mr. BUCHANAN. About 22 years ago; the old and the new.

Senator YARBOROUGH. I was trying to figure out whether it was there when I was out there in the Army or not. I don't think it was.

Mr. BUCHANAN. I don't think so.

Where were you?

Senator YARBOROUGH. At San Luis Obispo, and in Camp Cook.

Mr. BUCHANAN. It became part of the university in 1944.

Senator YARBOROUGH. Thank you. I left about that time.

Senator MORSE. Thank you very much, Doctor.

Our next witness will be Dr. William Tudor, Southern Illinois University, Carbondale, Ill.

Dr. Tudor, will you come forward?

We are delighted to have you. Will you introduce for the record your associate.

STATEMENT OF DR. WILLIAM TUDOR, SOUTHERN ILLINOIS UNIVERSITY, CARBONDALE, ILL.; ACCOMPANIED BY DR. ROBERT JACOBS, ASSISTANT TO THE VICE PRESIDENT FOR STUDENT AND AREA SERVICES

Mr. TUDOR. I am here to present the statement for President Morris, who unfortunately could not be here. And I have with me Dr. Robert Jacobs, who is an assistant to the vice president for student and area services, and who has had considerable experience in international affairs.

Senator MORSE. Dr. Jacobs, we are delighted to have you. And feel perfectly free to make whatever contributions to the hearing you wish when Dr. Tudor finishes.

You may proceed.

Mr. TUDOR. Senator Morse, if aggreable to you, I would like to read the statement of President Morris. It is quite brief. And then I will add a few of my own observations. And then Dr. Jacobs and I would be available to answer any questions you might have.

Senator MORSE. Go right ahead.

STATEMENT OF DELYTE W. MORRIS, PRESIDENT, SOUTHERN ILLINOIS UNIVERSITY, CARBONDALE, ILL., AS PRESENTED BY WILLIAM TUDOR

Because we believe that international education is essential for better understanding in today's world, we recommend the passage of this act. International education has two major but interdependent aspects: the first concentrates on educational services for other nationalities, and the second seeks the improvement of knowledge of the world for Americans. The country has taken great strides in the first; this bill is rightly directed at the second consideration.

This university has been active in providing educational opportunities here for citizens of other lands and in promoting the improvement of education in the developing nations. We have set aside 75 tuition-free scholarships each year for international students and 192 grants of various kinds are given each year to graduate students from other lands. During 1966–67 we expect to be host to nearly 700 international students with hospitality and opportuinties for observation for 60 to 100 senior academic visitors from other countries.

OVERSEAS ACTIVITIES OF SOUTHERN ILLINOIS UNIVERSITY

The university is participating in development programs in Vietnam, Afghanistan, and Mali under AID sponsorship, and is now opening a new contract under AID with Nepal; in Nigeria under a Ford Foundation grant; and in Senegal under Peace Corps sponsorship. Special training programs, short courses, and seminars are offered our international quests in the fields of agriculture, crime correction and the study of delinquency, and educational administration. We have conducted training programs for Peace Corps groups in Nigeria, Senegal, Honduras, Tunisia, Nepal, and Guinea.

Our faculty and graduate students have participated extensively in the Fulbright and other exchange programs. We sponsor opportunities for summer study abroad for both graduate and undergraduate students. These activities have strengthened the interest and the competence of our faculty to participate in the second major aspect of international education which aims to provide polycultural educational programs for our own citizens. We endorse recent statements by the President of the United States, and the Secretary of State, concerning the imperative need for introducing American students to the whole of their world and to all of the people in it.

But our national educational needs cannot be met by providing international experiences for a relatively few American professors and college students. Eventually there must be a total educational involvement in learning to understand the past, the problems, and the aspirations of all of our neighbors. Nor is it enough to provide this new vision only in higher education.

All American young people, including those in elementary and secondary schools, should be informed and involved in our international relationships. Our university shares with other American universities and colleges a major responsibility for training better informed teachers and for helping to develop new teaching materials which will provide our children with windows opening on all of mankind.

SUPPORT FOR BILL

We enthusiastically endorse the President's Smithsonian address and the subsequent message to Congress on international education. If the request and recommendations embodied in these messages are implemented, some of the limitations which have prevented a more effective participation and involvement should be removed. We believe that the idea and funds suggested in this bill will broaden the base of international education in the United States.

Accordingly, we respectfully urge the approval of the proposed International Education Act of 1966. It is our belief that the new grants proposed in this legislation, coupled with the proposed amendments to title VI of the National Defense Education Act, will enable American education at all levels to move oncoming generations nearer to the important goals of international understanding and world peace.

May we also go on record as supporting the proposal to establish the Center for Educational Cooperation to serve as a focal point of leadership in international education. We hope this new Center will be effectively organized, staffed, and financed for service to American education at all levels in all 50 States.

AMENDMENT NO. 736, S. 2874, AND S. 2037

Recently I received from Senator Javits a letter concerning his interest in S. 2874, and enclosing his amendment No. 736, and his bill S. 2037; I am happy to respond to the Senator's invitation to comment on these proposals.

I believe that with certain modifications these proposals could make important contributions to the purposes of the International Education Act of 1966. However, I question the feasibility of a few details, such as the requirement for 50-percent matching funds under part II, section 1112(a)(3) of S. 2037. This might make it difficult or impossible for many institutions to participate in some of the programs to be authorized by this bill.

The Senator's proposed amendment No. 736 could render a substantial service by helping capable international students to attend American universities. It could also help university administrators who now frequently stretch their resources to accommodate these students. There may be administrative and policy considerations of which university administrators are not aware that might militate against amendment No. 736 and S. 2037. Barring such issues, I hope they receive serious consideration by this committee.

The major crises in the world today can be met only by enlightened participation of people from all nations and from all classes of society within each national group. For that great reason, the university I represent supports the passage of S. 2784 and the issuance of appropriate executive directives to implement the supporting elements of the President's message to Congress on international education.

Senator MORSE. Thank you very much, Dr. Tudor.

Dr. TUDOR. Now, I would like to point out that through my own personal experience—and I was an early Fulbright lecturer, and I have had a variety of other overseas experiences—I find that the great need for expanding our international educational training is to prepare people, especially in this country, to understand better the way other people think and behave and act. I think that is of great significance.

As I think back on my own experience, when I had the good fortune to have the Fulbright lectureship 15 years ago, my knowledge of the country when I went there was very, very slight. Had I had a better training, I think I could have made a better contribution there, and I think I could have brought back more to give to our students at our university.

PUBLIC LAW 480 FUNDS COMMENT

We concur with Senator Dominick's comments on Public Law 480, and the funds that are contained therein. We feel that the soft currencies should be used to improve our relationships with these other countries.

We need to bring more of our universities into the international program. We have struggled in our own university, and we have taken resources that some have questioned and used them for this purpose to help bring about an international program.

We need to spread the impact of Federal funds. And I think this act will make that possible.

We like the idea of the interuniversity consortium to bring several universities together in dealing with the various types of training.

Senator Morse, on behalf of President Morris and Dr. Jacobs and myself, I wish to thank you for permitting us to appear before you. And I want also to express my appreciation for the courtesy shown by your staff, especially Mr. Lee, in making it possible for us to appear here this morning.

Senator MORSE. We are the recipients of the advantage of having you before us.

Dr. Jacobs, do you wish to add anything?

Dr. JACOBS. Since the time is short, I will only point out that a good part of the arguments being advanced in support of this bill, particularly at the graduate level, but also the undergraduate level, appear to be directed to the need for specialists; for development, personnel to serve overseas. It seems to me that perhaps even a stronger argument is the need for infusing, particularly into the undergraduate program, broader international dimensions and broader international perspectives for all students, whether or not they are preparing to undertake careers or vocations overseas. American education does need this kind of revolutionary change, this kind of curricular reform, and a good part of the justification and argument for this International Education Act is simply that it may help to stimulate the development of world citizenship objectives, broader international content, and broader international perspectives, in the regular university programs provided for all students, no matter what vocation they are going into, and no matter where they practice their vocation.

Senator MORSE. I am very glad that you made those comments. I am a strong supporter of a program that would make it possible for us to train the personnel to go abroad and provide educational facilities in an international education program for students coming here and professors coming here.

DOMESTIC VALUE OF INTERNATIONAL RELATIONS PROGRAMS

But as I understand the purposes of this act, one of those purposes hasn't been mentioned very much in the hearings today. And that is that the very existence on our campuses of these international programs will benefit our own students who have no intention of going abroad, but the international education aspects of these various programs is bound to send out into our own communities young men and women much more enlightened in regard to the problems of the world than unfortunately seems to be the present situation.

And unless someone can show me that that is not one of the major objectives of the act, and that the programs are going to be developed for the benefit of our own students as well as—I mean, if our own students are going to stay here all the time and go back into our communities, unless somebody can show me that that isn't going to be accomplished, I am going to use one of my main arguments to press for this bill the value of this program in our domestic educational program at the higher education level. Do you share my view that this is contemplated by this legislation?

Mr. TUDOR. I do, Senator; I certainly do.

(Supplemental correspondence will be found on pp. 601-602.)

Senator MORSE. I think it needs to be stressed more than it has been thus far.

Thank you very much, gentlemen.

Our last witness this morning will be Dr. Henry King Standford, president of the University of Miami.

I am sorry that you have had to wait so long, Dr. Stanford. We are glad to have you, I can assure you.

You may proceed in your own way.

STATEMENT OF DR. HENRY KING STANFORD, PRESIDENT, UNIVERSITY OF MIAMI, CORAL GABLES, FLA.

Mr. STANFORD. Thank you very much, Mr. Chairman, for this opportunity to present a written statement to the subcommittee, and for the further opportunity to speak to you informally as I try to summarize some of the main points of my written statement.

Senator MORSE. I am going to put your entire statement in the record. And you may summarize it.

Mr. STANFORD. Thank you very much.

I am tremendously interested in the objectives and purposes of the proposed International Education Act of 1966. As the chief administrator of one of the Nation's largest private universities, and one that is strategically located with regard to foreign areas, I am inevitably drawn to the support of this legislation.

PROGRAM OF MIAMI UNIVERSITY, CORAL GABLES, FLA.

I noticed in the roster of witnesses passed around this morning that the location of the University of Miami was not identified. I remarked to a colleague who is here with me that this was because everybody knew where the University of Miami was located. He said that perhaps the contrary was true, that the omission might have been because nobody knew.

It is located in Coral Gables, Fla., a beautiful suburb of the city of Miami, and one of the municipalities that make up Greater Miami. In this spot a university was established some 40 years ago with one of its main commitments the development of a strong international education program at both the undergraduate and graduate level.

A related aim was to develop a program that would attract and help students from other countries. Our success in this particular is indicated by the fact that out of a total of 14,000 students currently enrolled in the university approximately 1,000 are from abroad. So foreign students, or international students as we call them today, have a very strong and significant role in our university.

My interest in the legislation is all the greater because my undergraduates studies were largely directed toward international affairs. Also, I have had opportunity to study abroad, as well as to work with foreign educational institutions. I did graduate work at the University of Heidelberg in 1936–37, and I was director of a university contract program with ICA to provide technical assistance to higher education in one of the Middle Eastern countries.

Let me begin by saying that I think this is an extremely forward-looking bill. It has much flexibility, which we find desirable. We like especially the fact that it provides for support of international education at the undergraduate as well as the graduate level.

EMPHASIS ON UNDERGRADUATE EDUCATION

At the University of Miami we started this past year a strong cross-cultural educational program for freshmen and sophmores. We are trying to fill here a need you remarked on a moment ago, a need to acquaint the mass of undergraduate students with the values and cultures of other peoples, so that they may go back into their communities and into their professions and jobs not only as apostles or evangelists for a sympathetic understanding of other areas of the world, but also with an improved ability to understand and deal with our own problems. We feel this emphasis upon undergraduate education will assist in the development of programs of this type.

I like also the plan for interdisciplinary graduate centers for international studies. Sometimes I think our universities are so fragmented that we turn out specialists with great competence in particular areas, but with little wisdom. We need to pool the insights which the several disciplines can bring to bear upon the problems of international studies. And I am thinking here of all the disciplines that make up our educational program, those of the physical as well as of the social sciences.

We of the University of Miami have established a number of interdisciplinary programs and believe that these greatly enhance our academic and research potential. Perhaps the most distinguished of our interdisciplinary programs is our Institute of Marine Science. We have in this Institute one of the world's greatest oceanographic studies and research centers. And in this center are pooled a variety of the scientific disciplines to provide answers to problems relating to the study of the ocean.

We also have interdisciplinary programs in other fields, including both the physical sciences, as for example in cellular studies and in studies related to molecular evolution, and in the social sciences, as for example in our inter-American studies program. We are currently trying to take an important further step forward and to bring together the disciplines of the environmental and social sciences in studies and research programs for tropical areas and particularly for the Caribbean area.

But in spite of my enthusiasm, Mr. Chairman, for this bill, I do have some concerns. And with your leave, I am going to express a few of these concerns.

CONCERN ABOUT BILL

I hope that as we administer this bill, which I trust will eventually be passed, we do not suddenly discover America, as it were, that is, that we don't act as if we have not been doing anything in international studies all along, and establish entirely new offices and agencies, and set up a lot of new procedures when we might well look around us and see what has already proved effective and attempt to rely upon those.

I speak particularly with regard to the experience and expertise that has been developed by the administrators who have had responsibility for administering the National Defense Educational Act.

I think these gentlemen have developed valuable insights and much capability. And insofar as possible, I would like to see these people, or the offices, that have been administering this program drawn upon heavily in the administration of this new program. Otherwise, I fear we will lose valuable ground that has been gained at considerable cost.

FEDERAL CONTROL

I want to say here parenthetically something about the question you raised earlier regarding the danger of undue control of our educational institutions by Federal authorities. You raise a tremendously provocative and significant question for all higher education, and I plan to take advantage of your invitation to all of the witnesses at today's hearings to comment on the matter in a supplementary statement. Meanwhile I would say that our experience at the University of Miami has not revealed any efforts to control our curriculum. There is, of course, the enticement that always comes when we, the university presidents, realize that Federal money is available for new endeavors provided we do certain things we have not been doing before. Sometimes I ask myself, if the money were not available from the Federal Government would I seek to raise it—as I must as administrator of a private institution—from outside sources, or private sources, to carry forward the program in question.

But then this is a problem faced not by me alone, but by administrative authorities everywhere in higher education.

But I did want to say for the record that we have been quite pleased with the attitude of the administrators of the NDEA program.

I would go on and add the further thought that we feel the international programs now operating in our universities, programs that have been built up both with and independent of NDEA funds, offer excellent foundations on which to develop further international education in this country. We hope, in other words, that those institutions which have already made sacrifices to attain greater excellence in international studies will benefit from and not be penalized for their efforts, that the stress will not be so much on the new as to result in overlooking what already is in existence.

NEED FOR INNOVATION

Now, I going to make another point which may seem a little contradictory to the one I have just made. While I urge that we not set up—simply for the sake of setting up—new offices with different procedures to those already being used so well in the NDEA program, I still hope that as we administer this new program, there will be room for experimentation and innovation.

You know, Mr. Chairman, Government agencies call upon the professional practitioners for advice as to where funds should be allocated. And there is always a tendency to suggest that funds be placed in "safe" institutions. I would not detract from the essential role of our leading educational institutions. But I do not believe that they alone offer a fruitful area of investment of educational funds. Certainly their needs are far less than those of other and entirely creditable institutions. We hope consequently that there will be a ready willingness to evaluate and recognize the capabilities and the potentials of some of the institutions which have not in the past figured so prominently in the allocation of research funds and grants from Washington.

In this connection may I urge, Mr. Chairman, that section 4(c) be made applicable to the administration of grants to centers for advanced international studies at the graduate level. I am wholeheartedly in agreement with these phrases which instruct the Secretary to allocate grants in support of undergraduate studies in accord with the needs and abilities of institutions. But let me point out that this instruction is provided for the allocation of funds only to undergraduate programs. I would like for this to be made an instruction to guide the allocation of funds in support of graduate work as well.

LIBRARY ACQUISITIONS

The third concern I would like to express is the omission of specific reference to support for library acquisitions. Now, I think one might infer from reading section 3(b) that funds might be made available for library support. But in the absence of a specific reference, an administrator might be reluctant to provide funds for the acquisition of sorely needed books and other research materials.

It would be very helpful, therefore, and it would strengthen the legislation, to have it specifically spelled out that funds can be made available, or should be made available, for the acquisition of library materials.

I also feel it would be helpful for funds to be made available for the publication of the findings that will result from the expanded and accelerated research programs in the international studies field.

PROGRAMS FOR FOREIGN STUDENTS

And then finally, may I express concern over failure of the bill to take account of a serious problem that is upon many of our universities, that is the problem of providing adequate programs for foreign students. I was a foreign student once, as I indicated. And we have large numbers of foreign students on our campus at Miami. I am quite concerned about the preparation of these students to study in the United States. I know that when I went to Germany I wasn't nearly as prepared as I should have been. And I look around me and see foreign students coming to us who should have been better prepared. I have no program to spell out for you this morning, except to urge that greater thought be given as to how we can take these students who want to come to the United States in such numbers and prepare them better for what they are going to find here and for the American educational system to which they are to be subjected.

I think these foreign students represent a fantastic opportunity for us. We have far more than any other country in the world. And here is an opportunity for them to be trained, educated, and for them to return to their countries and take up useful assignments in the development of their countries, hopefully in a manner friendly to the United States and contributory to a more peaceful world.

But sometimes I think we train these foreign students for employment in the United States, or unemployment at home. We give them sometimes a very sophisticated education, and they go back to a country which we call developing, and their talents can't be applied in any productive way.

I think we might say also that in sending out experts to help in developing countries we frequently assume that those countries are going to proceed at the same pace and in the same way as the United States is proceeding. In the program in the Middle East which I mentioned a moment ago, and in which I had some opportunity to participate in an attempted reorganization of the higher educational system, the greatest single accomplishment was, I believe, the down to earth one of developing a standard keyboard in the language of that country so that touch typing could be taught for the first time. This was, I think, the most productive—perhaps the only really productive—accomplishment of the whole 4- or 5-year program.

Senator MORSE. I think the point that you are making has to be given very serious considertaion by all of us. I certainly am an enthusiastic supporter of student exchanges and bringing foreign students here. But I will never forget the long conference I had with Prime Minister Nehru when I was chairman of the American delegation that went to New Delhi some years ago in connection with the Commonwealth Parliamentary Conference. He took advantage of that opportunity in his very tactful way to tell some of the American delegates some of his serious misgivings in regard to the foreign student program.

BRAIN DRAIN PROBLEM

In fact, he said that a case could be argued that the education should take place in India and not in the United States for many of their students. Because he was confronted with two major problems. One, he said that we brought a good many of them over here, and they used every pretext thereafter that could be made available to them to stay over here and not come back to India at all. That was particularly true of some of their students that were training in those professions who were sorely needed to return to India, such as those in the medical profession. Then he good naturedly said, "I don't know what you do to them over here, but when they come back home all they want to do is go into the Government; they want a Government job when the idea was to send them to your country for the training that was needed in the villages of India."

I will never forget the conference that I had with him in regard to the foreign student program. He recognized some of the disadvantages, but he left me with the impression that he thought its liabilities as far as India was concerned were greater than its assets and pleaded with us to see what we could do about changing the format over here.

If that is true of India, you can imagine the problem with foreign students in certain other countries, especially in one area of the world that I shall mention in a moment.

Counsel for the subcommittee has just handed me a note commenting on the medical program. And he says that our figures show that we are importing more than 1,600 foreign doctors annually by bringing in these foreign students and then keeping them here.

MEDICAL TRAINING

Mr. STANFORD. And I have been accessory before the fact on one occasion, in that I was able to assist the dean of our medical school in securing a doctor from abroad who, on close analysis, really ought to have gone back home, or stayed home.

Senator MORSE. It bears out—I don't overemphasize it—it bears out a problem that our purpose is to create better relations with the foreign countries. But we have a certain amount of evidence that it has created harmful relations rather than better relations.

The other region of the world that I would comment on that gives support to your observations, I think, is a very important area; that is why I am taking this moment of time. Africa. I am somewhat familiar with some of our problems with African students. I was in a conference with some of the people at the University of Pennsylvania dealing with African students through the program of the International House. I was quite surprised to hear that discussion in which some of the American educators raised serious question as to whether we were helping improve relations at all with the African countries.

PROBLEMS OF AFRICAN STUDENTS

We bring over here a great many African students that just can't possibly go into an American university and proceed to carry out the schedule. That creates a great deal of ill will, and does a great deal of damage to those students. We discover that when they go back to Africa they are anti-America, and have reasons for being anti-America, because they got pretty bad treatment over here. If we are going to bring over these foreign students we had better have a program prepared ahead of time, so that we can adjust to it, so that they can get the most out of it, and so that we can send them back with that training and a mastery of those techniques that are most needed in the particular country that they go back to. And I think that under this program that is envisioned in this bill, if I understand it correctly. We are going to have to develop an international educational program in this country for students coming from a good many of the so-called—I don't like the term but we use it—"underdeveloped countries of the world," whereby we provide them with those special programs that are developed that will best serve their purposes when they go back to their own country.

I am afraid that is not being done with the students in certain areas. Certainly, it isn't being done, I think, on the basis of what I have been told, with our African students, and I don't think it is limited to the African Continent either.

So I am glad that you have made these observations, Dr. Stanford. It is no criticism of the act, but it is a challenge of the act, if we are going to have this kind of a program bear somewhat on the warnings I issued earlier this morning after the difficulties that I think face this act in this Senate. We are going to have to be shown here in the Senate in much more detail than this act at the present time shows us, what it encompasses. And I happen to think that we are going to have to be shown that much greater voice in the administration of the program should be left to the educators themselves in our institutions of higher learning than the Government officials.

I think we had better give some consideration as to whether or not the act does not need some rewriting so that the administration of the act is left more to the institutions of higher learning, and let our Government officials serve as advisers to them, rather than the other way around. I am afraid on the basis of this present format it is the other way around. It raises many extraneous issues. Yet it is those issue that have a terrific effect on the voting power in the Congress.

I know my problem is to get to the floor of the Senate and get to that one vote over 50 percent.

Mr. STANFORD. By the same token I think this act places tremendous responsibility for institutions of higher education to make a serious study for the first time as to what kind of education is needed by those foreign students that come here. I don't think we have ever done this. We have assumed that each foreign student that comes over here can fit precisely into the program, which has already been devised for American students going into an American society. And this would be a great challenge to us, to do a better job by the foreign students who come to us.

In this connection, Senator Javits asked me to comment on the bill he has proposed, which would bring increasingly large numbers of foreign students to us. I am enthusiastic about this, if, but only if, we do a better job than we have been doing; if we can have an opportunity through appropriate financial support to prepare for this learning experience in the United States in the first place, and in the second place, to make sure that the learning experience is appropriate to their needs.

MODERN AS WELL AS EXOTIC LANGUAGE TRAINING NEEDED

Finally, Mr. Chairman, I am enthusiastic about the proposed modifications to the NDEA Act. I think it was entirely appropriate at the beginning of legislation of this kind which looks toward an increase in our capabilities in international affairs to emphasize the exotic languages. But we need to keep matters in proper perspective. It may be important for us to know Swahili, but we ought to know Spanish as well. We jump out and study the exotic parts of the world and leave the Caribbean, Cuba, and Latin America virtually unexplored. And the more I think about this the more I fear that the country has made a serious mistake in neglecting these islands and areas close to us.

CUBAN PROBLEM

Senator MORSE. There is no doubt about it. And speaking as chairman of the Subcommittee on Latin American Affairs, I want to commend you and your faculty on the work you are doing in Latin American affairs. I spoke the day before yesterday, in the hearing, and I will not repeat it this morning, about this matter, and how we need to build some academic bridges between our country and Latin America. We talk about the American problems in Asia and elsewhere. I don't think most Americans know how serious foreign relations problems are at our front doorstep.

They like to dismiss the Cuban situation as though it were the only problem spot, and there was nothing wrong in Latin America. But the Communists are on the move in Latin America. And in my judgment, no power is more responsible for it than the United States itself, because of two things: first, what we have been doing that has been wrong, and what we haven't been doing that we ought to be doing in Latin America.

And one of the reasons that I am such a strong supporter of an International Educational Act is that it will be instrumental in getting foreign policy in Latin America in the hands of the more enlightened forces, rather than in the hands of such forces that are at the present time directing it, and in my judgment making one mess after another.

(The prepared statement of Mr. Stanford follows:)

PREPARED STATEMENT OF HENRY KING STANFORD, PRESIDENT, UNIVERSITY OF MIAMI, CORAL GABLES, FLA.

Mr. Chairman, I am grateful to you and members of the subcommittee for an opportunity to comment on the "International Education Act of 1966" which I view as one of the more important legislative undertakings of the 89th Congress. I am Henry King Stanford, President of the University of Miami, located in Coral Gables, Florida, one of the several municipalities that make up the metropolitan area of Miami.

In my remarks, I would like to speak in several capacities: first, as the chief administrator of one of the largest of this nation's private universities, an institution which alone provides a full range of university offerings within one of the main metropolitan areas of this conutry and which because of geography and basic orientation has unusually heavy commitments to the furtherance of international education and international understanding; second, as a professional educator who is deeply concerned that the American educational system, and at all levels and in all regions, keep pace with the requirements of the twentieth century both domestically and in the world arena; third, as a southerner who views the South as posing within this nation problems and opportunities akin in many ways to those posed within the world at large by the developing countries and regions, and which, like the developing countries, stands to go forward or to slip back in direct ratio to the progress made in overcoming its educational deficiencies; fourth, as a social scientist whose scholarly training and interests have centered largely on the study of international affairs; fifth, as a beneficiary of an opportunity to study in a foreign university during my formative years; and sixth, as a one time participant in the national effort under our aid program to assist other peoples to improve their educational system and practices.

I would begin, Mr. Chairman, by joining with a host of others in heartily endorsing the purposes and provisions of this Act. When President Johnson signaled in his Smithsonian address of September 16, 1965, the intent of his Administration to seek revolutionary improvements in the field of international education, my colleagues and I at the University of Miami shared in the general excitement of expectation. We subsequently noted with satisfaction the thorough way in which the task force of government officials and private leaders explored the needs and possibilities on which the President had focused, and the thoughtfulness and carefulness with which they developed an operational plan. We have been particularly pleased by the evident weight given to the findings and recommendations that have emerged from a variety of perceptive individual and group studies of the field since the Ford Foundation took the lead in focusing major attention on it in 1951, such studies for example as the Morrill Committee study on *The University and World Affairs* (1960), the Nason Committee on *The College and World Affairs* (1964), the Association of American Colleges on *Non-Western Studies in the Liberal Arts College* (1964), the American Academy of Political and Social Science on *The Non-Western World in Higher Education* (1964), and numerous others.

We have been equally impressed with the sympathetic and discerning support given the undertaking by leaders in both houses of the Congress, support that has made possible translation of the initiative of the President and the careful follow-up preparatory work of the Task Force into the excellent Bill now under consideration. I would like in this connection to congratulate the chairman of the subcommittee, Senator Morse, and Representative Powell for having introduced the Bill and to thank them on behalf of my own university for their continuing efforts on its behalf.

It seems to me that attainment of the objectives at which this legislation aims is an essential for the realization of the promise of this nation. And here I have in mind not alone promise with regard to our role in world affairs. I have in mind also promise with regard to bringing into being a domestic society in which each and every individual will enjoy true freedom, true equality, and true opportunity.

We seem prone to forget that we need to know more about other peoples, other cultures and other societies in order better to understand and to cope with ourselves. I would single out one problem area, which happens of course to be an extremely important one, to illustrate the point: the area of Negro-white relationships.

The current emphasis on our need to study and to understand non-western cultures, an emphasis which is strongly reflected in the Bill to which these remarks are addressed, is principally justified on grounds that only if we know and appreciate the cultures and the contributions of other peoples and other societies can we meet our responsibilities and capitalize on our opportunities in the diverse world in which we live. This justification is, of course, quite valid. However, we could go on and say with equal correctness that such study and understanding is necessary if the diverse groups who make up our own society are to live and work in harmony with each other. It would seem obvious that the racial myths so prevalent in this country, and from which so much difficulty springs, are the almost inevitable consequence of the ethnocentrism which marks our study of "world" history and "world" civilization.

At the University of Miami this past year we began with a group of superior freshmen a two-year experiment in cross-cultural education that aims not merely at a greater knowledge and understanding of non-western peoples and civilizations, but at bridging the gap between western culture and the other great cultures of the world, at what might be called a study of the cultural development of mankind in continuum. The unique character of what we are trying to do was pointed up by a visiting authority from another university in this way:

"The content of the Miami curriculum is quite different from any of the general education courses at my own university, since it covers both the Occident and the Orient; our courses deal with either one or the other. Also, your course devotes more attention to the ancient civilizations than do any of our general education courses on either the East or the West. At my university, we also make a rather sharp distinction between the civilizations courses and the humanities; your course covers material from both general areas. . . ."

One consequence of our experiment has been the quick and thorough disenchantment of the student regarding innate white superiority and the uniqueness of the white man's role in the development and spread of civilization. If a similarly balanced perspective could be introduced into our educational system generally, and beginning at the elementary level and continuing on through the college years, I am convinced a profound revolution would follow in the racial attitudes and practices that mark our society. On the other hand, I question whether it will be possible to effect such a revolution in any other way.

The importance of strengthened international studies and research to this country's efforts to achieve a viable world community of viable free states can hardly be exaggerated. I feel that the best way to judge the matter is to view our knowledge and understanding of other lands and peoples as one of the vital national resources on which our effectiveness in world affairs depends. As a resource, I would rank this knowledge and understanding alongside our vast economic power and our military might, because it is a prerequisite for the intelligent and constructive utilization of those other of our resources.

At the University of Miami we have perhaps greater reason to appreciate and to emphasize the importance of international studies than is the case with most American universities. Geography and cultural setting alike exert a strong pull on the university toward other lands and peoples.

One of the truly cosmopolitan cities in the United States, the city of Miami is also a genuinely inter-American megalopolis. International and inter-American affairs are of practical significance to every aspect of its life. A large number of Miami's permanent residents are of Latin American origin or ancestry. The city is more bilingual in the conduct of its business, professional and social affairs than is any other U.S. city. It is the second largest port of entry in the United States. It is a vital cross roads of communications and transport between the two Americas and with the Caribbean. Its airport has the heaviest annual traffic of all United States international airports. Miami is the major center in the United States for professional conferences, congresses, and seminars involving the two Americas. Its economic and cultural milieu is heavily influenced by an impressive range of activities related to inter-American affairs and relations.

A main object leading to the establishment of the University of Miami was, in the words of the founding Charter, "to take advantage of a unique location between the Americas to promote inter-American friendship and understanding and to conduct research in the scientific and technical problems of the tropics."

In its brief history of forty years, the University has numbered its students from Latin American countries in the thousands. Doctors, lawyers, journalists, politicians, engineers, business leaders, educators and a variety of others, who received their training at the University of Miami, can be found in each of the twenty Latin American countries. Research at the University focuses heavily on matters of concern to the Caribbean, Latin America, and the tropics. Among our faculty are more than a hundred individuals who have specialized in or have extensive experience with Letin American affairs and problems, including many of Latin American origin. And our courses of instruction and strongly oriented toward the outside world that surrounds us.

The Caribbean islands have been a particularly important object of our attention. Our Institute of Marine Sciences, which has attained a leading world position among such institutions, has as its laboratory the Gulf Stream and the tropical waters from which it rises. It constitutes a learning and research resource of inestimable value for all of the nations of the western hemisphere, as well as for the whole tropical world.

The University in recent years has made a major commitment to the study of other of the environmental sciences that so vitally affect the destinies of all the peoples of the tropics and the sub-tropics, a wide range of graduate instructional and research programs having been brought together in a new School of Environmental and Planetary Sciences.

The University is a charter member and charter headquarters of the Organization for Tropical Studies, a cooperative endeavor of the University of Costa Rica and a group of leading U.S. universities that is designed to further study and research in the environmental and human sciences under tropical and semitropical conditions.

Of the approximately twelve million dollars of research done each year at the University, a very substantial part is devoted to projects that bear directly upon international, and particularly, tropical problems and needs.

Within the past few months, my associates and I have set as a major university goal an integrated interdisciplinary program of studies and research on the Caribbean area. We are seeking in this program to effect a marriage of the natural and social sciences, so that we can study in this strategic area all of the forces and factors that affect man in his relationships with his environment and in his relationships with his fellow man, and the interactions between the two.

Development and administration of this program, as for others in the international studies field at the University of Miami, have been placed in the charge of a University Center for Advanced International Studies. In the establishment of this Center in June of 1964, the University was motivated by considerations similar to those underlying the current national concern over deficiences in our international studies capabilities. We felt that the importance of this area demanded an organizational arrangement that would make possible a coordinated, university-wide concentration of resources and efforts to effect necessary improvements. We felt that we could not otherwise discharge our responsibilities toward our students, the region we serve, or the nation. As said in recent Self Study of the University:

"Its students already come from sixty nations; and it intends to become a major international center of learning. In a world increasingly dominated by science, the University will serve not only the ends of science but also those of the understanding of man as a moral and intellectual agent within the contending world of men."

A question we repeatedly ask is, "how well are we equipping our students for effective work with the problems of other people?"

This question needs to be asked nationally. And in it is to be found the main justification for the "International Act of 1966."

Tens of thousands of citizens of this country are currently living and working abroad under government and private auspices. Untold thousands of others are taken up with foreign matters although stationed in this country. How good a job can these people be reasonably expected to do?

Mr. F. Champion Ward of the Ford Foundation in testifying at a House hearing on this same Bill made the point: "you can't help societies that you don't understand."

I would like to bear witness to the same point.

If you will permit a personal reference, I might mention that it was my privilege to direct for a year a project sponsored by one of our leading universities which had as its aim aiding a Middle Eastern country to reorganize certain portions of its system of higher education. I had opportunity during that year to observe much, not only with regard to my own project, but the total U.S. aid program in that country, which, incidentally, was massive. I was struck by the dedication and singleness of purpose of many of my fellow countrymen; I saw few signs of the types made infamous in *The Ugly American*. But I was even more strongly struck by the chasm between the expertise of our people, which in many cases was great, and the requirements raised by the problems with which they were trying to cope. It was as if we and those whom we were trying to help were of different worlds.

One of our prime difficulties is, of course, our belief that our technical skills can be simply transplanted and once transplanted can do for others what they do for us. We forget that even in the case of our own development, the way we do things now would have been ill fitted to accomplish what needed to be accomplished at some earlier stage of our growth.

A leading U.S. student of the development process has recently underscored this point. Delving into a problem that time after time has brought the rapid growth of new societies to a grinding halt—that is, the failure of the countryside to keep pace with the urban centers—he has reached the conclusion that the solution lies not in attempting to transfer modern U.S. agricultural methods, with their emphasis on mechanization and the massive use of chemicals. He sees, as the first and essential step, effecting something like what took place in this country two or more generations ago: The revolutionary change in the motivation and productive capacity of the individual farmer that was wrought, on the one hand, by the mail order catalogue, with its glittering lure of cheaply priced consumer goods, and, on the other, by the advice and help of the local agricultural agent, with his combined knowledge of improved methods and local conditions.

In my own case in the Middle Eastern country to which I referred, I felt our greatest contribution lay not in the formulation of plans for new and elaborate universities, but in working with the authorities to get started a first-class program of training teachers of commercial subjects, who would then return to their towns and districts to teach these subjects to young men and women wanting to take their place in the developing commercial life of the country. Working together in this training we and our host colleagues devised a standard typewriter keyboard for the country's language, thus making possible for the first time the teaching of typing by a touch system. A little thing, obviously. But the resulting contribution to the improvement of office practice was enormous.

What is reqired in U.S. universities, for both the visiting and domestic students concerned with development, are courses of instruction and research programs rooted deeply into the actual conditions and problems of the developing countries. Why send a man steeped in a knowledge of advanced statistical methods to—or back to—a country where the need is to learn how to handle and utilize ordinary numbers?

We must also recognize that the problems of developing societies are not alone problems of economics. We have too long assumed that if material progress can be got under way, general progress will follow. Sad experience, including that of Cuba, should by now have made finally clear that unless material progress is accompanied by social and political progress, not only will a brake be placed on economic development, but economic development itself may well produce results the exact opposite of what we hope.

In our educational programs concerned with development, we need to select out and bring to bear in a concentrated and purposeful way not only skills in technical fields, but equally the resources that have been built up in such disciplines as human relations, public administration, mass communications, public opinion, education, organization and functioning of political parties, labor problems and relations, and a variety of others.

A main advantage of the assistance to be provided under the International Educational Act of 1966 is that it will make possible the development and operation of study and research programs that are specifically tailored to the new and difficult requirements that a rapidly changing world situation has forced upon us. The concept of concentrating support on integrated "centers for advanced international studies" should provide both the incentive and the means for effecting a break with past practices and past patterns of thought and the adoption of a basically new approach, things that are so essential if our universities are to measure up to the demands of the times.

What we need, and what this new federal support should make possible, is the development of, and adherence to, a purposeful plan. The building process must be one of developing new courses and adding new faculty as needed to meet a set of carefully fixed purposes, and not of artificially bringing together under a new umbrella such offerings and faculty resources as are already at hand. In both content and methodology, free rein has to be given to innovation. For some disciplines, and notably geography, government, law, economics and sociology, and anthropology, innovation will need to go to the point of breaking entirely new ground.

We must also do more than give lip-service to the interdisciplinary approach. The guiding consideration here should be that an integrative attack is necessary for an understanding of problems with many disciplinary interfaces. The traditional forces of education have resulted in a fragmentation of the social as well as the physical sciences. What is required is a reintegration of these fragments. Contemporary societies and their interrelationships need to be viewed and studied in continuum. Along with such disciplines as history, government, sociology and anthropology, geography, economics, marketing, foreign languages, law, international relations, etc., disciplines concerned with the environmental sciences must all be brought to bear for truly effective programs.

We need also to increase the focus on the contemporary scene. We must aim at an understanding of the great issues, forces and problems *currently* besetting and reshaping the world. We must seek to equip the student with a professional competence to deal effectively with those problems and forces. Our stress should be on situations of the present and the likely situations of tomorrow, but with sufficient in-depth attention to background factors (including history, environmental forces, cultural and institutional development, anthropology, and economic foundations) to place the contemporary scene in perspective.

Programs should also give judicious attention to the special problem of International Communism and ideological conflict. Communism and ideological conflict are hard realities of life in the current era. They not only present a serious problem in themselves; they complicate and make more difficult all the other problems of societies in transition. Knowledge about them and of the impact they are having on both domestic problems and international relationships is as essential for an understanding of the complexities of the contemporary scene as knowledge of economic and political and social problems and phenomena. Another requirement is that maximum reliance be placed on a functional and problem analysis approach. Much of the instruction, and of instructional designed research within study programs, and particularly in seminars, should bring several disciplines to bear on problems and problem areas that cut across national lines or reflect the interplay of a variety of physical and social forces. Examples are studies in population problems, racial antagonisms and conflicts, economic growth and development, ideological conflicts, legal institutional development, foreign trade practices, etc.

We feel that a second main advantage of the assistance scheme provided by the Act is the emphasis on *research*. Above all else, perhaps, we need to increase the accuracy and scope of our *factual* knowledge of the conditions in and forces operating on other societies, and particularly developing societies. All too often our people plunge in with solutions to problems without any understanding of the milieu in which they are operating. We need to do a vast amount of basic research before we can hope to get far along in our efforts to strengthen our international studies capabilities. We need to do basic research in the social sciences and in the behavorial sciences. We need especially to make a wide range of comparative studies. And we need to make use of modern as well as traditional techniques and methods in our research efforts. The job we face is so monumental that we cannot afford to turn our backs on the computer and the potential it offers for a rapid advance in research and the effective utilization research accomplishments.

Latin America and the Caribbean well illustrate the seriousness of our need for more and better basic research. We have supposedly been seriously studying the societies and peoples of these areas for decades. Yet Latin Americanists are the first to admit that except for very limited subjects and areas, we have not even begun to do the research that must be done if we are to achieve anything like true understanding.

Last summer I had the privilege of visiting a number of Latin American universities on a State Department grant for the purpose of exchanging views on the role of the university in the modernization process. Before going, I read extensively on Latin American educational problems and practices. I was amazed at the number and range of commentaries on what is wrong with education in Latin America and what should be done about it. I was even more amazed by the paucity of research and research findings needed to back up those commentaries. On the basis of this experience, I would hazard that in spite of all we are saying and all we are trying to do about Latin American education, we are still lacking an elementary factual base on which to operate.

Another advantage of the support program envisaged under this Bill is that it does not require our universities to focus on the less familiar and more remote foreign areas and cultures. I feel that it is fortunate that as a nation we have become aware of the distant and the exotic in the world in which we live, and that we have taken steps to develop language and other capabilities with regard to them. But I feel it would be a grievous mistake to concentrate on these at the expense of nearer regions that play a far more significant part in shaping the events and situations that affect our destiny. These nearer areas are more familiar, but they are not necessarily better understood. I am not sure, for example, that for all our Euro-centrism, we have kept abreast of the changes in contemporary European societies. And our deficiencies with regard to Latin America are, as I indicated above, all too well known.

I would cite, however, as an especially telling example the Caribbean world. The University of Miami has singled out the Caribbean as a main area of emphasis in our international studies program. As we have explored the needs and possibilities regarding Caribbean studies and research, we have found this an area of gross scholarly neglect.

The lands that make up the Caribbean world are only a few minutes from our shores. There has been a greater interchange of visitors between those lands and this country than for almost any other foreign area. Trade and economic relations between ourselves and the Caribbean countries have long flourished. Yet we are strikingly ignorant of the Caribbean, and from almost every standpoint.

Can we, as a nation, much less as the leader of this hemisphere and the free world, afford to continue so to neglect the Caribbean region? This region comprises a land-and-sea complex of enormous economic, strategic and political importance to the Western world. It encompasses more than three million square miles, is populated by some hundred and twenty-five million people and contains fourteen independent states and a dozen colonies.

The Caribbean is currently a major focal point in the conflict between the free world and the communist world. It offers a rare test tube for the study of that conflict and as it is manifested in both local and world settings. The Caribbean also offers opportunity to study a communist regime in action, to subject to microscopic analysis in-fighting in local settings between the Russian and Chinese communists, and to research illustrative elements in the power confrontation between the U.S. and the USSR.

In the same way, the Caribbean offers opportunity for the study of the myriad matters related to the developmental process and to societies in transition. Within the Caribbean are to be found countries which are relatively far advanced toward modernization and which are beset by the problems and explosive changes associated with economic "takeoff." Other countries are still mired in enduring stagnation. Examples exist in the Caribbean of peoples just now emerging to an independent status, and of continuing colonial regimes, stable and instable. Racial conflict and racial assimilation can be studied and researched in a variety of settings, as can be such matters as the role of the elite under varying conditions, comparative educational practices and accomplishments, population movements and trends, the process of urbanization under differing circumstances, political stability and instability.

The Caribbean is by no means the sole example of the failure of our scholarship to push back the frontiers of understanding of areas and peoples both near and especially important to us. It is not alone among the regions where, despite long standing familiarity, we need a concentrated study and research effort. One even wonders how solid is our knowledge and understanding of an area like the Philippines.

The University of Miami strongly endorses Section 4 of the Act which provides for grants to strengthen undergraduate programs in international studies. We have been as concerned as others over the growing gap between the quality of work in the international field at the graduate level and the quality at the undergraduate. We feel that this gap can be closed only if a special effort is directed toward improving undergraduate offerings and for this added financial support is essential.

We are also pleased, Mr. Chairman, that Section 4(c) requires the Secretary of the Department of Health, Education and Welfare to

> ". . . allocate grants to institutions of higher education . . . in such manner and according to such plan as will most nearly provide an equitable distribution of the grants throughout the States while at the same time giving a preference to those institutions which are most in need of additional funds for programs in international studies and which show real promise of being able to use additional funds effectively."

As we read this requirement we take it to mean that the smaller and less prestigious of the nation's universities will not be subject to a built-in disadvantage in their efforts to secure funds. We heartily endorse this intention.

We are gravely concerned, however, that this requirement is being set only for the allocation of funds for undergraduate programs. We believe it should be applied also to the allocation of funds for the centers for advanced international studies, and particularly since it contains adequate safeguards in regard to need for, and capability effectively to use funds.

We recognize the importance of continuing to maintain at the major universities graduate international studies and research programs of the highest quality. All of the universities of the country benefit to a considerable degree from the work of these centers. Nevertheless, the major unversities alone cannot carry the burden of effecting needed improvements in international education for the whole country. The great majority of the students receiving college training are receiving it in the so-called minor institutions. Their need for quality training in the international field cannot be met by the trickling down of quality from the small number of unversities at the top rung of the educational ladder. As a nation we can get where we need to go only if quality at the graduate level, as well as at the undergraduate, is diversified as widely as possible. I believe it would be well to recall here the effects of land grants on the rapid forward movement of higher education generally. I know of no reason why those of our less famous universities which are today struggling so diligently for self-improvement would not yield returns from a federal investment as rewarding to their regions and to the nation as did their counterparts of a century ago. We strongly recommend, Mr. Chairman, that provisions of Section 4(c) be included also in Section 3.

We also recommend that the grant assistance to be allocated under both Section 3 and Section 4 be extended to include library acquisitions. This again is especially important for the smaller universities. In the same way consideration might be given to support for the publication of research results achieved in the Centers. We cannot, as is so often said, take it for granted that means can always be found for the publication of worthwhile research findings.

An area in which we find the Bill deficient relates to assistance to universities to meet the increasingly pressing problems of an improved curriculum for foreign students attending our universities. This matter may lie outside the specific purposes which the Bill aims to serve, but failure to take action in regard to it would result in the continuation of a serious flaw in the international education set-up in this country.

More than 90,000 foreign nationals are yearly receiving training in higher educational institutions in the United States. The overwhelming majority are from the developing countries.

These students represent a fantastic opportunity—a fantastic opportunity both for the United States and for the countries from which they come. Their number exceeds by several times the total of all foreign students studying in countries of the Communist Bloc. If to those in the United States are added the tens of thousands in other western nations, it follows that we of the democratic world have in our hands the surest of means to influence decisively the whole future of the developing countries. No part of the U.S. aid program can possibly compare in terms of long-term impact with what we can accomplish through these students.

But, the question is, how well are we doing with this opportunity?

The problem we face is not that of "selling" ourselves and our way of life. To get foreign students to know and to like us as a people is important, but this is not the main thing. The real test can be only in terms of how well equipped the foreign student is when he leaves this country to deal with the tasks he will face when he gets back home. The prime job, in other words, is one of the classrooms and laboratory.

Most of the students who come to the United States from abroad are not ready for the instruction and other work thrust upon them. I say this not in a deprecatory sense. As a young graduate, I had personal experience with the difficulties and trying adjustments inherent in study at a foreign university. I value highly the benefits I gained from that study abroad. But I am ever conscious of the missed opportunities because of the gap between my own background and that needed for the work I undertook.

Our universities cheerfully admit great numbers of students from the outside world to their programs of study, even when sorely pressed for space. But most of the universities lack the means to take care of the special needs of these students in the programs of instruction and research to which they are subjected. We place great emphasis on academic counseling and guidance of foreign students. But the guidance is necessarily through a jungle of offerings designed to meet the needs, and that sometimes poorly, of our native students. The better foreign student can work his way through the jungle and come out well prepared for a productive career—in the United States. That is perhaps the reason why so many of the top foreign students remain in the United States after their training. For the average student, only a fraction of what he is able to learn has pertinence to the day to day situations and problems which he will face on his home grounds. It can thus be correctly said that our universities educate their foreign students either for employment in this country or unemployment at home.

Finally, Mr. Chairman, I would like to endorse the amendment to Title VI of the National Defense Education Act of 1958 which this Bill provides. These amendments are all highly desirable, and the effect of their adoption will be to make Title VI program more consonant with the now broadened national objectives in the international education field. It is our hope that these changes augur an intent to intermesh the Title VI program with the new program to be launched under the Act of 1966, both administratively and with regard to building upon the foundations provided in our universities by existing NDEA language-area centers.

Senator MORSE. I want to thank you very much, Dr. Stanford, for your contribution.

Mr. STANFORD. Thank you very much.

Senator MORSE. We have a statement from William G. Carr, executive secretary of the National Education Association of the United States. It will be placed in the record at this point.

(The prepared statement of Mr. Carr follows:)

PREPARED STATEMENT OF WILLIAM G. CARR, EXECUTIVE SECRETARY, NATIONAL EDUCATION ASSOCIATION

I am William G. Carr, Executive Secretary of the National Education Association of the United States. The Association has 986,113 members; the combined membership of its more than 8,500 state and local affiliates is approximately 90% of the men and women who teach and administer in the schools of the Nation, and a substantial percentage of those who work in colleges and universities. I am also Secretary-General of the World Confederation of Organizations of the Teaching Profession, an international, non-governmental organization which, through their national teachers organizations, includes approximately 4 million teachers in 90 countries.

I submit testimony in support of the bills, S. 2874 and H.R. 14643. I have followed the legislative development of the latter bill with great interest and believe that the language added to it will more effectively carry out the objectives and purposes of S. 2874. As a consultant in the United States Delegation to the 1945 Conference in San Francisco, I successfully advocated leadership by the United States in providing educational cooperation as part of the United Nations Charter. The Charter contains nine references to educational cooperation and this is one of the significant differences between the United Nations Charter and the Covenant of the League of Nations. A few months later, I was asked by the State Department to serve as deputy secretary-general for the Conference in London which created the United Nations Educational, Scientific, and Cultural Organization. I have had contacts with UNESCO ever since. More recently, I was honored by an appointment as chairman of the Citizen's Committee on Education and Training of the White House Conference on International Cooperation. In these and other ways, I have participated in international education relations for many years.

Let us note at the outset that the legislation before us will authorize a domestic program which although small can be a significant part of the total program of international cooperation in education which is currently being conducted by the people, the schools and colleges, and the Government of the United States. The President's Special Message on International Education and Health, February 2, 1966, outlines a series of other activities to be developed by the United States Government, and by the schools and colleges. The proposals include:

> Continuing, vigorous support for UNESCO and other multilateral international agencies;
>
> Establishing a Center for Educational Cooperation in the Department of Health, Education, and Welfare to link United States Missions abroad with the educational community of the United States, to administer international programs assigned to the Department, and to assist private and public agencies operating this area;
>
> Appointing an Advisory Citizen's Council on International Education;
>
> Creating Education Officers in the major United States Embassies abroad who would report directly to the United States Ambassadors. In the light of experience in visiting many United States Missions overseas, I would like to stress this particular recommendation. I have often found consulates and embassies where over-worked personnel had no significant contact with the educational program of the countries to which they were assigned. Directing that Education Officers will report to the Ambassador instead of reporting to a Public Information Officer, as cultural officers usually do at present, would be a very great improvement;
>
> Earmarking part of the funds from Title IV of Public Law 89-10 for international studies in the elementary and secondary schools;
>
> Encouraging the development of the 1,000 school-to-school partnerships administered by AID and the Peace Corps; establishment of an Exchange Peace Corps with other countries who wish to send their citizens to serve

in the United States; a service for international recruitment and placement of American teachers who wish to serve abroad, an extremely valuable operation which has long been needed; specialized training in the United States for foreign students;

Expanding the education component of the AID program, including such matters as textbooks, teacher education, and the teaching of English as a foreign language;

Supporting research on the technical aspects of methods to reduce illiteracy;

Doubling the United States Summer Teaching Corps. This work is already underway, building on efforts pioneered by the National Education Association;

Implementing the Florence and Beirut Agreements on the international movement of educational materials;

Adding support for U.S. colleges and schools abroad.

The preceding outline is by no means complete, but it is intended to place the important legislation before us in a wider perspective. We should not expect this legislation to solve all problems in international education. It is, instead, a specific program directed at a few attainable goals. If we set this program in a still wider setting, it would be necessary to include such activities of the United States Government, as the Peace Corps, the U.S. Information Agency, and the State Department's Bureau of Educational and Cultural Affairs, as well as the activities of private, non-governmental organizations, both national and international.

With this background, let us give more detailed consideration to a few points in the pending legislation.

The Representative Assembly of the National Education Association, which sets the policy for the organization, met in New York City during the summer of 1965 and developed the general theme of "Education for World Responsibility." The Association's resolutions call upon members to recognize the reality of U.S. involvement in international relations, and to accept their responsibility at all school levels, and in all subject areas, to prepare American students for their world responsibilities.

The President's Message highlighted the need to enrich the curriculum relating the world affairs in the elementary and secondary schools. This is a familiar and appealing theme. In an analysis of the 1965 activities of international education, Dr. William Marvel, President of Education and World Affairs, points out that "while higher education has received the lion's share of money and attention in all aspects of world affairs, the same concerns have been almost totally neglected at the school level." I agree that they have been neglected, although "almost totally neglected" may be too severe. However, the need persists to give attention to the education of the rank and file of American citizens, as well as to the small, although fortunately increasing, per cent of Americans who find their way into and sometimes through colleges and graduate schools.

In his testimony, Secretary Gardner said that the pending legislation would expose all students to international education. This interpretation of the Bill, I heartily endorse. I hope it will be a guideline for the Department in its administration. I will accept second place to no one in recognizing the need of government and business agencies for experts and scholars in international studies. Each of the representatives of the government who has appeared before this Committee has stressed that his agency, whether it be the U.S. Information Agency, the Peace Corps, or some other group, needs more people from the colleges and universities who are trained in international relations and area studies. I emphasize, however, that it be made clear in the legislation and, subsequently, in the administrative direction of the program that a major purpose of the added support for graduate and undergraduate education is better preparation of teachers for the elementary and secondary schools. These schools complete formal education for the major part of the American electorate. If we wish enlightened public interest and responsible public participation in the formation of foreign policy, we must give attention to those places where most of the people are educated. Highly trained scholarly leadership in international studies should be made available more abundantly to the education of those teachers who serve in the elementary and secondary schools. Of the 54 million students enrolled in elementary, secondary, and collegiate institutions this year, almost 90% are in the elementary and secondary schools. The preparation and in-service education of teachers in the elementary and secondary schools should be one of the major purposes of the graduate and undergraduate programs financed by this legislation.

There is some recent tendency to polarize Congressional action in education either on the academically talented or on those who are severely deprived culturally and economically. Adequate educational opportunity must also aim to develop that informed citizenship which has been a national necessity in the past and which is all the more crucial today in the light of the new responsibilities of world leadership which have fallen upon this Nation.

Charles Frankel, Assistant Secretary of State, in testimony presented before the House Task Force on International Education, said: "An education without an international dimension is an inadequate education for Americans in this century . . . We need a citizenry that has received as part of its general education an exposure to international problems." Representative McClory pointed out that training of teachers on a large scale is essential to the success of a comprehensive educational effort. I strongly urge that it be made very clear in the legislation that the personnel and facilities of the undergraduate and graduate centers should serve not only international scholarship but also the education of teachers who are preparing for careers in the elementary and secondary schools. Additional testimony by Dean Mina Rees showed how the instruction in the schools can be improved by the graduate centers proposed in the legislation, partly by better preparation of teachers and partly by assistance to state and local school systems in devising the elementary and secondary school curriculum.

Secretary Gardiner also pointed out that the United States must have "a body of citizens prepared to handle our world responsibilities." He spoke too of the use of the graduate centers to develop a capacity for international work in the professional schools, presenting a series of examples, namely, engineering, law, business, social work, and journalism. These were, of course, examples, but not a comprehensive list. I hope that it is clear in the minds of the Congress and the Administration that teaching and medicine, to give two other examples, should also be included, and indeed given a very high priority, in this proposed legislation.

Attention to the education of teachers should include both the graduate centers and the undergraduate programs which are to receive Federal support. In his testimony, Secretary Gardiner referred to the importance of improving undergraduate training from the international point of view in foreign languages, social sciences, humanities. Much of undergraduate training is concerned with preparing young people to become teachers. Surely Secretary Gardiner would agree that teachers, like other segments of society, and perhaps more than most, should also have attention because of their influence on the great majority of America's students who are to be found in the elementary and secondary schools. The emphasis I place on the elementary and secondary schools is heightened when we consider that academic excellence by itself can be remarkably ineffective in modifying conduct. Our international hopes and efforts have been thwarted on occasion not alone by a lack of scholarship but also by a limited popular understanding of the culture and attitudes of other people.

The graduate centers to be aided by this legislation should have as one of their major functions the development of research on methods of teaching attitudes and concepts necessary for international understanding. If such methods could be developed by appropriate experimentation and demonstration, we might then hope to reach all students, those who go on to higher education and the great majority who will not do so. Thus, we might hope in time to develop a citizenry with more profound understanding of other peoples; for it is very difficult to modify attitudes learned in childhood and early youth.

Furthermore, the staff members of institutions which prepare teachers and school administrators should be involved not only in the development of the undergraduate programs in international studies but pursuing also advanced studies themselves.

It is a mistake to underestimate the interest of the American teacher in international affairs. There is no surer way to galvanize the attention of a group of teachers with whom you are talking than to deal with some of the great international issues that confront us. They want to teach their students about these issues helpfully and accurately but they need help. They need more information than they possess. They need help that can come from the proposed program. The amount of funding proposed in H.R. 14643 seems adequate to get the program underway.

The President proposes that a Center for Educational Cooperation be established within the Department of Health, Education, and Welfare to strengthen our capacity for international educational cooperation. I agree with those who testified before the House Task Force that the best place to put it for purposes of administration would be in the Office of the Secretary of the Department. The effects of this Act will be wholesome. Its power to make a real difference in the way people behave, the way they think, and how they act on foreign policy issues, will be multiplied if we can make it clear that improved qualifications of elementary and secondary school teachers, in terms of international information and attitudes, is a very important purpose of the entire effort.

Senator **Morse**. We will recess this morning, subject to the call of the Chair.

Without objection I order that statements on hand and other relevant material be inserted in the record at this point.

(The material referred to follows:)

Prepared Statement of Henry W. Hofstetter, O.D., Ph. D., Professor of Optometry, Director of the Division of Optometry, Indiana University

Mr. Chairman and Members of the Committee: First let me express my appreciation for the opportunity to make this statement before your Committee on behalf of the American Optometric Association. Since 1952, I, Henry W. Hofstetter, have been professor of optometry and director of the Division of Optometry at Indiana University. Last June I was elected Vice President of the American Optometric Association, and it is in that capacity I make this statement.

Our Association supports the purpose of this legislation. I would, however, like to make a few comments regarding it which lead to a suggestion.

Among peoples in all nations there exists the need for good vision. As education advances and literacy rates increase, this need becomes more pressing. The optometric profession in this country has recognized the world-wide need for vision care services, but the lack of optometric educational facilities in other countries impedes our efforts to lend assistance. Various optometric organizations in this country, the American Optometric Association, the American Academy of Optometry, and the Association of Schools and Colleges of Optometry, have provided requested information and advice to other countries as much as capabilities allow.

Unfortunately, too few American optometrists have the means to visit foreign countries and serve as consultants and advisors on vision care. The shortage of optometric educators here precludes the possibility of sending these people to other countries for extended training periods.

Where vision care exists throughout the world, optometrists can be found providing the services. Frequently the practitioner providing vision care is known by a name other than optometrist, e.g., as an ophthalmic optician or Augenoptiker. Regardless of the local title, vision care practitioners are in drastically short supply; in some countries they are practically non-existent.

Throughout my career, optometric education has been of special personal interest to me. I have been able to visit many European and African countries. While visiting, I always toured the optometric training facilities and talked with local vision care practitioners. In some countries, I have seen large commercial displays of spectacles, some resplendent with neon signs. Initially I assumed that the displays indicated that the shopkeeper possessed at least some knowledge of vision care. Upon checking, however, I found repeatedly that the shopkeeper knew virtually nothing about vision care, provided no direct examination, and sold the eyeglasses [illegible] anyone who may or may not have tried on many combinations of lenses to [illegible] one that improved his vision. In most cases, I learned that this procedure represented the closest thing to vision care available.

I vividly recall a scene in Maseru, Basutoland, in 1959, when a truck loaded with 25 African youngsters pulled up to a combination "grocery store, pharmacy, and optical company." All were managed by one man who, by the way, had at least a half dozen worthless "diplomas" posted around to "certify" his qualifications. Within an hour he had "sight-tested" the whole group, made up orders for glasses for all but a few, and told the driver to "return with the children in a fortnight so they can be fitted with their new glasses." Incidentally, this jack-of-all-trades store owner could not even speak the language of these tribal children.

Within 15 miles of Maseru is a fine university which could be cooperating in an educational venture to train optometrists, if we could cooperate with them.

Optometry today consists of two major parts. One relates directly to health: the other relates to the basic sciences. In regard to the former, the optometrist shares his concern with medical practitioners, especially ophthalmologists, and other health care professionals. In terms of the latter, the optometrist is mindful that vision deals with optics, the science which treats of light, its nature, properties, origin, effects, and perception. The optometrist strives to provide the best vision possible for the individual's needs. To furnish this care, optometrists lean heavily on the basic sciences, physics, chemistry, and physiology, as well as mathematics and psychology.

This hybrid make-up of optometry is reflected, interestingly, in the origins of its training institutions. Some optometry colleges were started by optometrists to train additional practitioners in the purely clinical roles of the profession. Other schools, such as our own at Indiana University, evolved as curriculums within previously established academic liberal arts and sciences programs including physics, physiology, psychology, anatomy, bacteriology, genetics, etc. Currently, an O.D. (Doctor of Optometry) degree requires six years of education, two years of pre-optometry college and four years professional optometry schooling.

A significant portion of optometric training centers in the English-speaking countries (England, Canada, Australia, and New Zealand) developed from within liberal arts and sciences institutions. In other parts of the world, the optometric training facilities originated essentially as technical or vocational schools. While the programs vary in basic design, as do the educational systems of the various countries themselves, the professional and vocational core of optometry study in every country represents a minimum study time of three years beyond the basic education level of our high school.

I feel that optometric education relates directly to the bill you now have under consideration. We educators here in the United States sometimes forget that our higher education facilities represent a blend of the two types of European advanced training institutions, the academic and the technical.

Exchanges between both types of institutions are essential if the intent of this legislation is to be implemented. Other vocations and professions besides optometry will often be hampered in arranging cooperative exchanges of staff and students if this Committee fails to specify that all appropriately accredited advanced training institutions both here and abroad qualify for participation.

The American Optometric Association suggests that the Committee report define institutional eligibility to participate in this legislation so as to preclude any later misinterpretations. Such definition should apply not only to American institutions but also to those of other countries with which cooperative arrangements may be effectively negotiated.

We have learned in this country that the people's vision needs change as they take on new tasks, as they modify their uses of vision, and as they grow older. Vision function relates directly to an individual's ability to learn. Increased literacy among peoples in developing nations will necessitate a change in vision needs. For these nations to grow in world leadership, their citizens need all the resources possible, especially qualified vision care practitioners.

I have attached to this statement a listing which shows examples of international interest in optometric education, together with a copy of the Indiana University of Optometry Bulletin so members of the Committee may have ready access to information on the scope of optometric training. Also attached is a copy of an Association publication, "Optometry, A Career With Vision," which outlines some of the areas in which optometrists practice and lists requirements for students entering optometry schools in this country.

I appreciate the opportunity to make this statement.

ATTACHMENT I

During the past four years, the Division of Optometry, Indiana University, enrolled for study or graduate training* students from the following countries: Australia, Canada, Denmark, England, France, Ghana, India, Kenya, Malaysia, Philippines, Republic of South Africa, Thailand.

In addition to the above, the Division of Optometry, Indiana University, during the past four years has received inquiries regarding optometry training from the following countries: Ceylon, Colombia, Costa Rica, Cuba, Czechoslovakia, Greece, Ireland, Italy, Japan, Mexico, New Zealand, Nigeria, Poland, Trinidad, Uruguay, West Germany.

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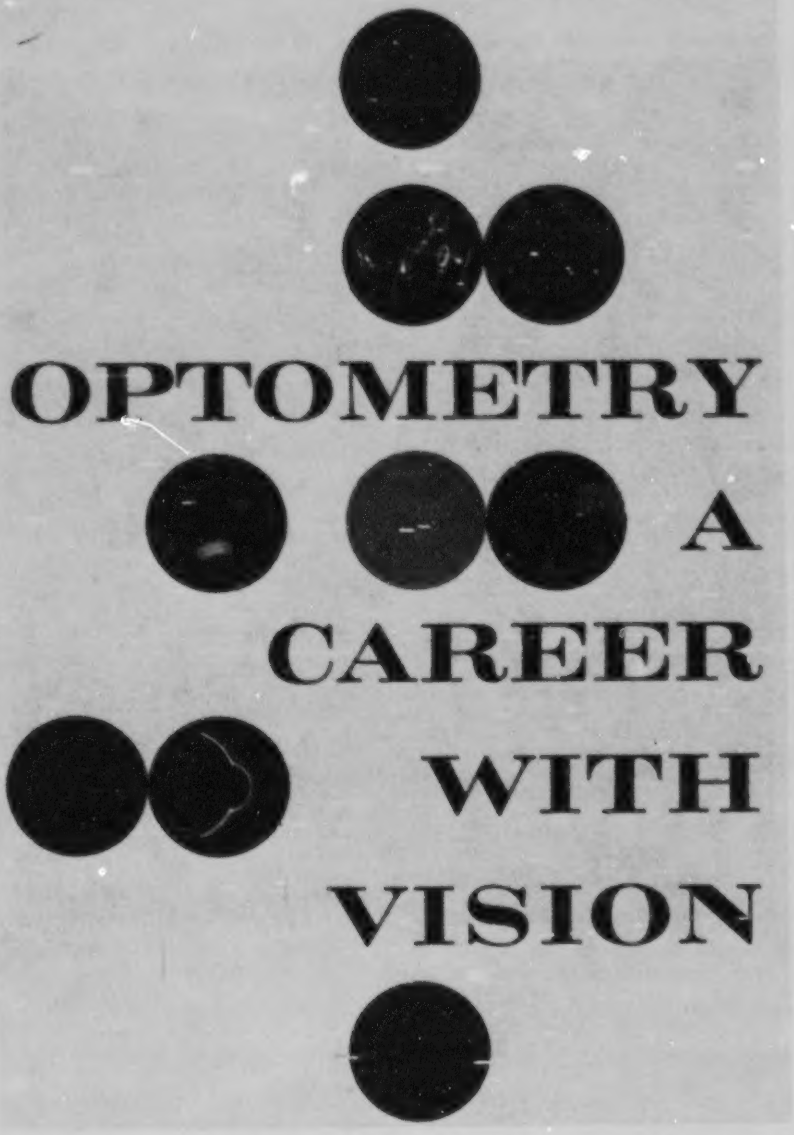
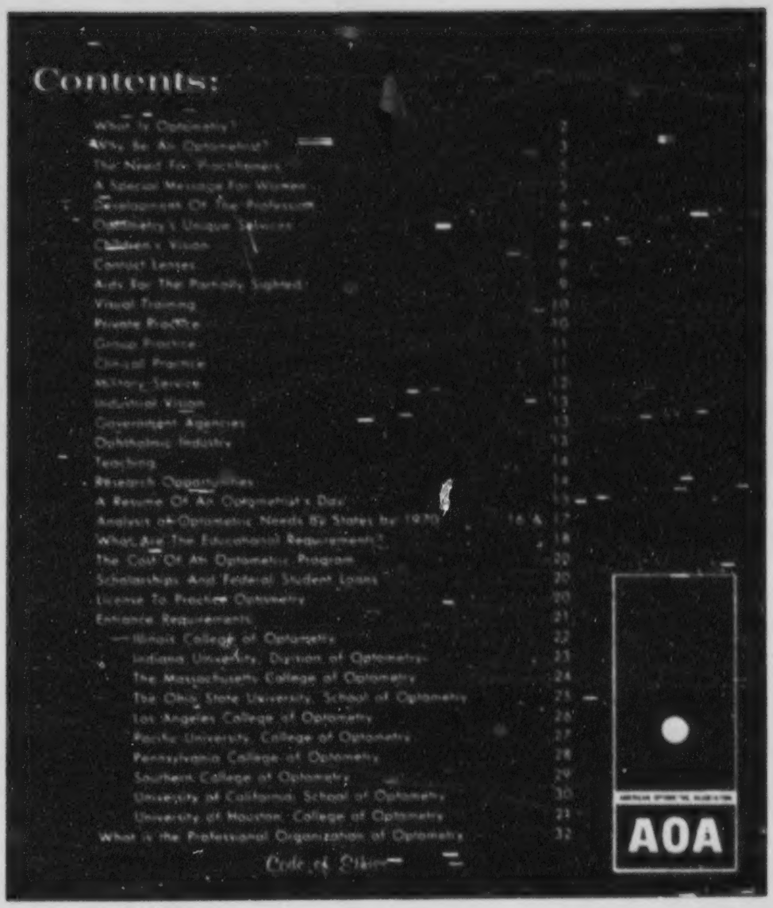
*Graduate students usually prepare for teaching in optometry schools, especially in their home countries.

ATTACHMENT II



OPTOMETRY A CAREER WITH VISION



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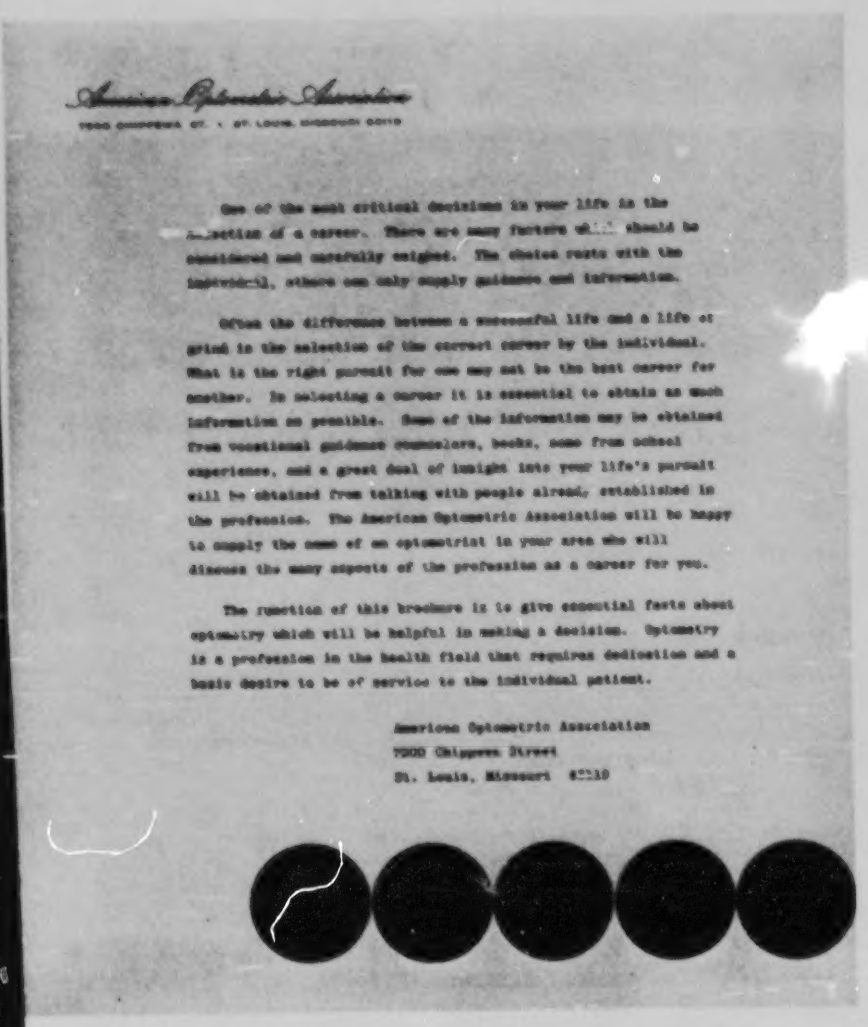
AOA



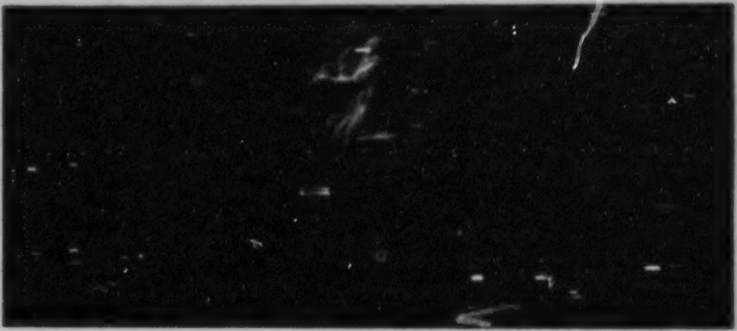
American Optometric Association

One of the most critical decisions in your life is the selection of a career. There are many factors which should be considered and carefully weighed. The choice rests with the individual, others can only supply guidance and information.

Often the difference between a successful life and a life of grind is the selection of the correct career by the individual. What is the right pursuit for one may not be the best career for another. In selecting a career it is essential to obtain as much information as possible. Some of the information may be obtained from vocational guidance counselors, books, some from school experience, and a great deal of insight into your life's pursuit will be obtained from talking with people already established in the profession. The American Optometric Association will be happy to supply the name of an optometrist in your area who will discuss the many aspects of the profession as a career for you.

The function of this brochure is to give essential facts about optometry which will be helpful in making a decision. Optometry is a profession in the health field that requires dedication and a basic desire to be of service to the individual patient.

American Optometric Association
7000 Chippewa Street
St. Louis, Missouri 63119



What Is Optometry?

Optometry is the profession specifically licensed to care for human vision.

It is based on scientific knowledge concerning light and vision. The sciences of optics, chemistry, pathology, biology, neurology, physics, physiology, anatomy, and psychology all make important contributions. Optometrists (O.D.), the professional name of those engaged in the practice of optometry, apply their knowledge and skills to provide individuals with clear, efficient, and comfortable vision. They utilize special instruments and techniques to find and determine defects in vision, and, when needed, prescribe eyeglasses, contact lenses, corrective eye exercises, or treatments that do not require drugs or surgery.

It is important to remember that optometrists are concerned with vision care and should not be confused with others who provide eye care, such as ophthalmologists, oculists, or eye, ear, nose and throat specialists. In addition, the work of optometrists should not be confused with the work of opticians. Opticians grind lenses according to prescriptions for eyeglasses written by optometrists or physicians. Opticians do not examine eyes nor prescribe treatment.

Why Be An Optometrist?

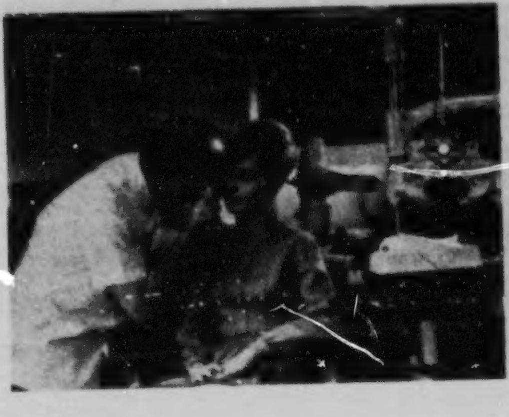
If you ask one of the leading optometrists in your community this question, his answer will probably include some of the following points for you to think about as you explore the possibility of entering this profession.

1. To be a professionally successful O.D. you must be interested in people and dedicated to helping them. An optometrist must first consider his patient as a total human being before considering his vision needs.

2. Optometry is a challenging career that attracts inquiring scientific minds.

3. Optometry is one of America's most interesting professions. As our industrial society becomes more highly mechanized, vision requirements become more exacting. The average age of our population continues to rise. Our school population continues to increase. Therefore, the need and demand for professional vision care are rapidly increasing.

4. An optometrist's earnings is one of the highest among professional people, based on the number of hours he actually works in his office. The personal satisfaction achieved in rendering this humanitarian service with adequate income makes it a profession worthy of your consideration.



5. As an optometrist, you may determine your own office hours and arrange your calendar to best suit you and your family. Women optometrists find this flexibility of time an especially attractive feature.

6. Optometry is a profession where you will find quiet, pleasant, and healthful working conditions. The pressures of emergencies are minimized and, in the later years of life, you need not face forced retirement.

7. Many optometrists take time for civic activity. The hours, contacts, and income permit them to enjoy a life in the community's social, business and professional activities.

8. Optometry is served by a vigorous and progressive state and national professional associations which provides a wide variety of important services to its membership. It enables the membership to participate and achieve in the advancement of their chosen profession.

9. To further determine your interest in optometry there is the Kuder Preference Record Occupational, Form O Optometrist Key published by Science Research Associates, Inc., 259 East Erie Street, Chicago 11, Illinois.

Additional Points for Consideration:

1. The practice of optometry requires you to be in close, personal contact with the public.

2. The practice of optometry places upon you the primary responsibility for all professional and administrative decisions.

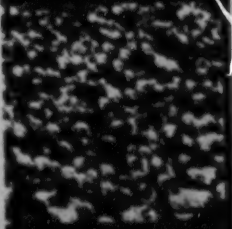
3. The practice of optometry requires a talent for and an interest in science, mathematics, physics, physiology, pathology, psychology, and several other fundamental sciences that must be pursued diligently in an optometric education and applied continually in your professional career.

The Need
For Practitioners:

As you consider the question, "Why should I become an optometrist?" it is important for you to be aware of some of the reasons supporting a continually growing need for such practitioners.

First, the need for optometric care increases in an age of science and technology. Although man's eyesight was originally used for distant seeing, most critical seeing tasks today require accurate, nearpoint vision.

Second, shortly after World War II many returning veterans took advantage of their educational benefits and graduated from optometry colleges. For a time it appeared that optometry had a sufficient number of practitioners, but these well-established practitioners are now beginning to plan to retire in the next ten years. It is essential for the vision needs of America that there be well-trained people to take up the practices.

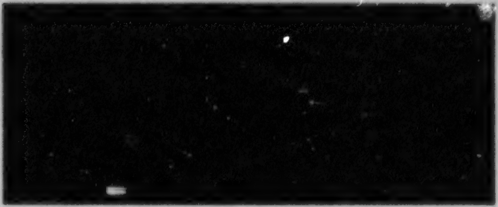


A Special Message
For Women:

Women who ask "Why should I become an optometrist?" find optometry has much to offer. Practicing in a private office at convenient hours, without the strenuous exertion required by some other occupations, makes it particularly appealing. Because of the flexible time schedule, it is possible to combine a professional career in optometry with homemaking. A woman optometrist can work the years that seem best suited for her, take leave for parenthood, and return when she wishes. She can set up her own private practice or affiliate with an already established practice.

The visual care of children and the natural opportunity for association with schools and with child welfare groups provide a unique opportunity for women optometrists.

The opportunities for the woman optometrist, who prefers a salaried position to that of conducting her own practice, are attractive and may include a commission in the Armed Services as an optometrist. Compensation, also, is high for the lady practitioner.



Development Of The Profession:

While the development of optometry as a profession has taken place within the last sixty years, most of the sciences and arts upon which optometry is based are of much earlier origin. Speculations concerning the physical laws of optics were conducted by Pythagoras (500BC) and Euclid (280BC). An early application of these laws to vision care took place in 1276, when Roger Bacon wrote a detailed description of his use of convex lenses "to make small letters appear large."

By the middle of the nineteenth century, lenses and refraction of light were well understood and the demand for eyeglasses grew rapidly. However, before the advent of the optometrist, eyeglasses were obtained without a vision examination.

The fitting of glasses was a trial-and-error procedure. The wearer selected from various lenses the ones which seemed to fit his personal requirements best.

Glasses at first were expensive. They were used by the wealthy and were a status symbol. It took many years of scientific research and education of the general public for glasses to become accepted as one of man's most essential aids. The twentieth century produced lenses of quality and design which are adjusted with precision and skill if a thorough vision examination indicates glasses are required.

In 1898 vision specialists organized into an association and in 1918 adopted the name American Optometric Association. The principal purpose of the Association is to assist its members in providing the public with the best possible vision care through education and information and to gain legislative regulation of the practice of optometry. The AOA cooperates with state affiliated associations to provide individual professional services to its members as well as representing the collective membership in matters affecting optometry nationally.

By 1910, Columbia University, New York, had inaugrated a two-year pre-optometry program. In 1914, a four-year degree program in optometry and applied optics was added to the curriculum of The Ohio State University. Following this, other schools and colleges of optometry came into being. At present there are ten schools and colleges of optometry in the United States; all are accredited by the American Council on Optometric Education, recognized as the accrediting agency for optometry by the National Commission on Accrediting.

Today, educational standards and requirements have been raised so that all states now require a minimum of five years of college study consisting of two years pre-optometry plus a minimum of three years at an accredited school or college of optometry. Some optometry schools require an additional year while several universities have graduate programs leading to the M.S. and Ph.D. degrees in addition to their programs leading to the professional optometry degree.

Optometry's Unique Services:

The "examining optician" of 1900 bears only an ancestral resemblance to the professional optometrist of today. Modern optometry has become a unique profession that it is because it provides complete vision care. To the traditional service of examining vision and prescribing eyeglasses, modern optometrists have added new and valuable services to their practices. The vision examination has developed into a scientific analysis, based on the concept that vision is a dynamic process. Such an examination is conducted without having to resort to the inhibiting effects of "drops."

In recent years hundreds of books have been published in the field of visual science. There are a great many scientific articles and research reports published each year dealing with the many and varied aspects of optometry. The Federal Government, industry and educational institutions are not only interested in vision, but are participating in this science.

Children's Vision:

Psychologists and educators are becoming increasingly aware of the complex functions of the visual process in the growth and development of children. They are particularly aware of the difficulties that occur in education when children have vision difficulties. It has been found, for example, that eight out of ten school children experience vision problems before they leave the elementary grades.

This is a specialty in which visual training and orthoptics are particularly important. It is helping many retarded readers, as well as children with personality problems due to inefficient vision.

Optometry is playing a pioneer role in discovering and solving school vision problems. This is the result of the dedication of many optometrists who specialize in children's vision, and others who serve as optometric consultants to individual schools and school systems.

Contact Lenses:

The past few years have seen tremendous advances in the development and use of contact lenses. An increasing number of persons are finding that contact lenses provide vision unequaled by ordinary eyeglasses. Contact lenses are especially important to entertainers, persons participating in sports, and others who, for some reason, cannot or do not wish to wear ordinary eye-glasses.

Some optometrists devote their time exclusively to this specialty while others include it as part of their general practice of optometry.

Aids For The Partially Sighted:

Most of the effective aids for the partially sighted have been developed by optometrists. These aids grow in importance as the proportion of the population in the older age group increases. They are also a boon to thousands of children with seriously impaired vision. Optometrists have led the way in improving telescopic and microscopic spectacles. It is not uncommon for persons classified as legally blind, to have their vision restored sufficiently to read, watch television or engage in other useful visual tasks.

Visual Training:

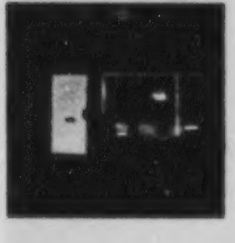
Optometry maintains that vision is a learned skill and that skills which are learned can be taught. This is the basis of scientific visual training in which optometry has pioneered.

Visual training has long been recognized as an effective method of correcting some types of strabismus (crossed eyes). It has also proved effective in aiding individuals who suspend vision in one eye as well as in teaching people to be more efficient on specific visual tasks.

Some optometrists, because of special interest and skill in visual training, devote a large part of their practice to it while most others include it as one of their services.

Correction of strabismus is a small part of the optometrist's visual training practice. Visual training is used to correct many binocular fusional problems. Visual training extends to visual rehabilitation of many kind. It is most effective with children, but not limited to them. It is used to sharpen visual perception, speed development of visual skills, enhance vision for reading, and at the same time increases comfort and overall efficiency.

Private Practice:



Since schools of optometry provide all of the training necessary to establish a private practice, many beginning optometrists open their own offices as soon as they are licensed. One will not want for a promising location. Greatest opportunities are in towns and cities ranging from 5,000 to 100,000 population. Throughout the country are hundreds of small communities and suburban areas without an optometrist, and which are more than adequate to support one or more private practices.

Many optometrists prefer being in practice for themselves. It should be pointed out that the O.D. not only must make decisions regarding the patients vision problems, but has the full responsibility of all decisions regarding the running of his office. The success both professionally and economically rests directly with him. To assist him in understanding the business aspects of his office there are professional courses in practice management which he may take.

Service to your patients as well as substantial income, may be derived from a well-established private practice. Like other professions, only a few new practitioners earn an adequate income the first few years. Beginning optometrists should have sufficient funds when opening a new office, to carry them through at least a year.

For graduates not wishing to immediately launch a practice of their own or for those lacking capital, there are opportunities to associate with established practitioners. Across the country successful practitioners are looking for newly licensed optometrists to join them, preparing in many cases for successors after they retire. To coordinate requests of this nature, the American Optometric Association offers a placement service for its members. The number of graduates has not been sufficient to fill all such requests.

Group Practice:

Many optometrists find it advantageous to become associated with other optometrists to form a group practice. Sometimes this simply involves sharing common facilities such as waiting rooms or office personnel while in other cases it involves bringing together a group of specialists. For example, one optometrist may have special interest and facility for visual training while another may spend most of his time fitting contact lenses.

Clinical Practice:

Many optometrists are employed in private or public clinics. Some clinics are located in hospitals, other are associated with union or employee group prepaid insurance plans, institutions or rehabilitation centers.

While some optometrists prefer to make clinical practice a permanent career, most ultimately go into practice for themselves. Occasionally, optometrists in private practice are engaged on a part-time basis or as a consultant in such institutions as homes for the aged and prisons where the amount and nature of the does not require a full-time person.

Military Service:

Upon graduation from optometry school, many young optometrists accept commissions in the armed services. Optometrists entering the armed forces receive commissions as officers in the Optometry section of the Army, Air Force or Navy. Some resign after fulfilling their military obligations to enter civilian practice while others choose military service as their permanent career.

Optometry officers are usually assigned to clinics in hospitals or large dispensaries where their duties include visual examinations, vision screening of military personnel and other optometric services. In addition, they may supervise optical technicians as well as participate in various occupational vision and research programs.

In recent years all three military branches have added career advancement programs. Under these programs optometric officers may be chosen to receive graduate level training leading to M.S. or Ph.D. degrees in Physiological Optics. Officers so trained participate in the advance vision research projects conducted by the military.

Many optometrists who choose the military as a career enter private practice upon retirement, usually as an associate. This means that the military optometrist not only has a retirement income but can continue his profession after serving in the military.

Industrial Vision:

Optometrists in industry evaluate the visual needs of each special job. They also assist management and engineers in placing persons in work for which they are best visually suited. They analyze industrial plans to determine safe and efficient lighting and equipment placement as well as prescribe adequate eye protection for workers.

Government Agencies:

The Veterans Administration as well as all three branches of the armed forces employ civilian optometrists in various research and service capacities. Optometrists are also utilized in a variety of advisory and product testing capacities, by such agencies as the Department of Agriculture, the Bureau of Standards, Civil Aeronautics Authority and the Bureau of Public Roads. Full-time employees are under civil service in the professional category. Many optometrists who serve in advisory capacities to various government agencies may maintain a private practice.

Ophthalmic Industry

Ophthalmic equipment manufacturers retain optometrists to conduct research, to design and to test products as well as to acquaint others about new developments. Optometrists who wish to combine optometry with a business career often find administrative opportunities in the industry.

Teaching:

The greatly increased demand for optometrists has also brought about a need for more optometric educators. While clinical teaching is done by instructors with professional O.D. degrees in optometry, most full-time staff members have additional graduate degrees. Pay and rank in optometry schools compare favorably with other institutions of higher learning.

Research Opportunities:

The relationship of human behavior and vision which is of utmost importance to optometry is assured through increased knowledge resulting from research.

A career in research generally requires additional graduate training, particularly for those who plan to devote full time to it. Entry is usually gained by showing interest and ability in research activities during undergraduate years. Continued education toward graduate degrees may often be obtained by receiving an appointment as a laboratory assistant, clinical supervisor, or lecturer in graduate school. Scholarships, fellowships, and loans are also available.

The American Optometric Foundation, operating with the cooperation of the American Optometric Association, raises funds from optometrists and others to finance optometric research and other activities for the public's vision welfare. The ophthalmic industry also supports research, and both optometric and general educational institutions conduct projects in optics, light, highway safety, the psychology of vision and other subjects basic to optometry.

Research opportunities are expanding rapidly and should not be overlooked by beginning optometrists.

A Resume Of An Optometrist's Day

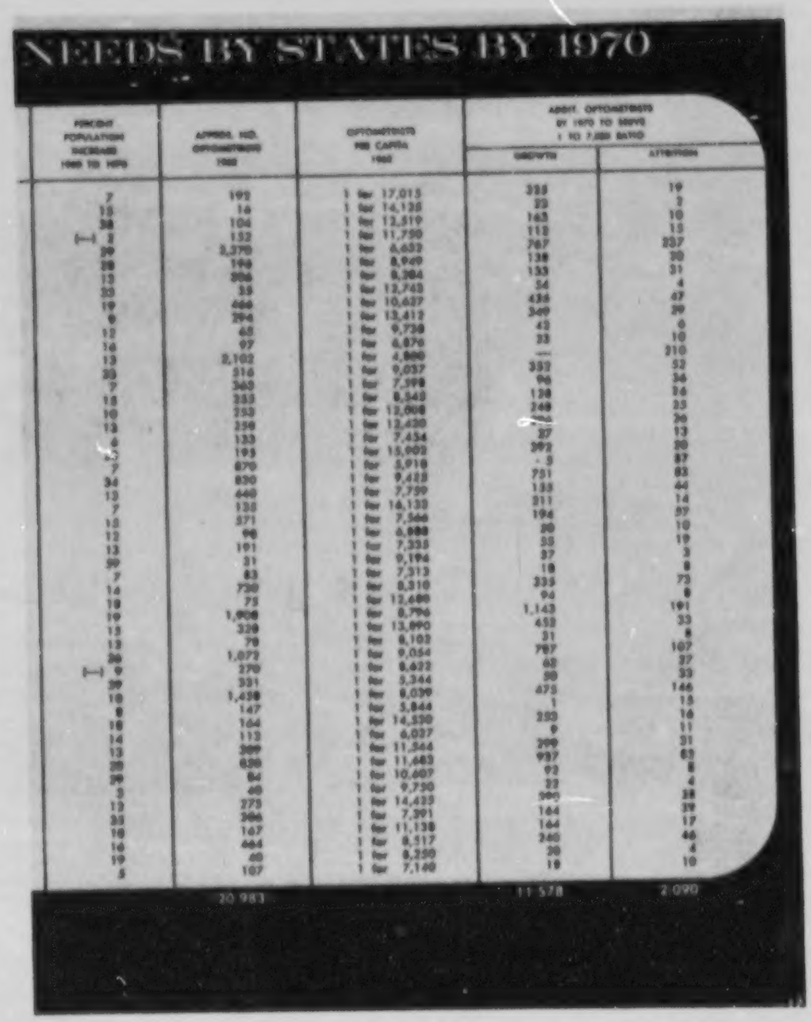
Reviewing a day in an optometrist's appointment book discloses a varied and active day presenting many interesting and challenging cases which might include: restoring vision to a partially sighted patient; improving the reading ability of a school child; detecting and referring a case of diabetes or perhaps a brain tumor; improving the function of the two eyes through vision training; fitting contact lens or a pair of trifocals, as well as initial vision examinations and follow up visits for those needing correction for astigmatism, near-sightedness and other vision problems.

Each patient that comes to your office will offer a different challenge to your ability as a person and as a practitioner. No pair of eyes are alike, each has its unique problem. The more you learn in the vision field the greater is the quest.

Oftentimes a patient will reveal to his optometrist many of his personal faults and problems. As you gain the confidence of your patient it must be always remembered that yours is a sacred trust never to reveal to anyone else the things that have transpired in your relationship between doctor and patient.

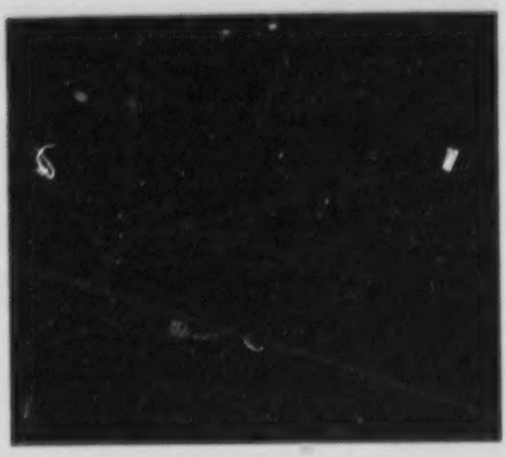
ANALYSIS OF OPTOMETRIC

STATE	PERCENT PRACTITIONERS		MUNICIPALITIES SERVED		POPULATION 1960 (NEAREST THOUSAND)	POPULATION 1970 (EST. NEAREST THOUSAND)
	OPT.	MDS	OPT.	[illegible]		
Alabama	67	33	73	25	3,267,000	3,484,000
Alaska	80	20	5	1	226,000	260,000
Arizona	59	41	24	13	1,302,000	1,802,000
Arkansas	79	21	67	23	1,786,000	1,747,000
California	72	28	369	182	15,717,000	20,296,000
Colorado	63	37	43	19	1,754,000	2,197,000
Connecticut	68	32	77	36	2,535,000	2,859,000
Delaware	62	38	10	5	446,000	593,000
Florida	67	33	119	54	4,952,000	5,912,000
Georgia	69	31	103	36	3,943,000	4,301,000
Hawaii	68	32	14	6	633,000	710,000
Idaho	75	25	35	10	667,000	771,000
Illinois	82	18	290	93	10,081,000	11,353,000
Indiana	74	26	143	45	4,663,000	5,715,000
Iowa	76	24	137	40	2,758,000	2,959,000
Kansas	74	26	103	60	2,179,000	2,498,000
Kentucky	77	23	101	35	3,038,000	3,332,000
Louisiana	64	36	72	24	3,257,000	3,695,000
Maine	77	23	52	17	969,000	1,030,000
Maryland	59	41	55	26	3,101,000	3,970,000
Mass.	75	25	195	69	5,149,000	5,514,000
Michigan	74	26	205	70	7,823,000	10,483,000
Minnesota	74	26	132	36	3,414,000	3,856,000
Mississippi	68	32	64	23	2,178,000	2,323,000
Missouri	77	23	154	44	4,320,000	4,957,000
Montana	72	28	30	12	675,000	735,000
Nebraska	76	24	69	19	1,411,000	1,590,000
Nevada	69	31	8	3	285,000	453,000
N. Hampshire	72	28	29	11	607,000	652,000
New Jersey	70	30	205	101	6,067,000	6,942,000
New Mexico	69	31	24	15	951,000	1,126,000
New York	65	35	312	165	16,782,000	20,023,000
N. Carolina	66	34	120	67	4,556,000	5,226,000
North Dakota	76	24	39	9	632,000	710,000
Ohio	73	27	240	84	9,706,000	12,258,000
Oklahoma	73	27	87	35	2,328,000	2,135,000
Oregon	77	23	66	22	1,769,000	2,433,000
Pennsylvania	77	23	336	155	11,319,000	12,508,000
Rhode Island	84	16	21	7	859,000	931,000
S. Carolina	72	28	71	30	2,383,000	2,809,000
South Dakota	82	18	45	10	681,000	776,000
Tennessee	71	29	87	27	3,567,000	4,035,000
Texas	67	33	208	91	9,580,000	11,752,000
Utah	62	38	25	8	891,000	1,151,000
Vermont	73	27	20	8	390,000	403,000
Virginia	63	37	90	42	3,967,000	4,462,000
Washington	71	29	93	30	2,853,000	3,574,000
West Virginia	70	30	67	24	1,860,000	2,199,000
Wisconsin	73	27	146	45	3,952,000	4,606,000
Wyoming	70	30	19	9	330,000	392,000
Dist. Columbia	57	43	1	1	764,000	803,000



NEEDS BY STATES BY 1970

PERCENT POPULATION INCREASE 1960 TO 1970	APPROX. NO. OPTOMETRISTS 1960	OPTOMETRISTS PER CAPITA 1960	ADDIT. OPTOMETRISTS BY 1970 TO SERVE 1 TO 7,000 RATIO	
			GROWTH	ATTRITION
7	192	1 for 17,015	335	19
15	16	1 for 14,135	23	3
38	104	1 for 12,519	163	10
(—) 2	132	1 for 11,750	112	15
39	2,370	1 for 6,632	767	237
28	196	1 for 8,949	138	30
13	306	1 for 8,384	133	31
23	35	1 for 12,743	54	4
19	466	1 for 10,627	436	47
9	294	1 for 13,412	349	29
12	65	1 for 9,738	42	6
16	97	1 for 6,876	33	10
13	2,102	1 for 4,800	—	210
23	516	1 for 9,037	352	52
7	363	1 for 7,398	96	36
18	253	1 for 8,543	128	16
10	253	1 for 12,008	248	25
13	259	1 for 12,420	[illegible]	30
6	133	1 for 7,434	27	13
13	195	1 for 15,002	392	20
7	870	1 for 5,918	-3	87
34	820	1 for 9,423	751	83
13	440	1 for 7,759	135	44
7	135	1 for 16,133	211	14
15	371	1 for 7,566	194	57
12	98	1 for 6,888	30	10
13	191	1 for 7,335	35	19
39	31	1 for 9,196	37	3
7	83	1 for 7,313	18	8
14	730	1 for 8,310	335	73
18	75	1 for 12,600	94	8
19	1,908	1 for 8,796	1,143	191
13	329	1 for 13,890	452	33
13	78	1 for 8,102	31	8
28	1,072	1 for 9,054	787	107
(—) 9	270	1 for 8,622	62	37
39	331	1 for 5,344	50	33
10	1,438	1 for 8,039	475	146
8	147	1 for 5,844	1	15
18	164	1 for 14,530	250	16
14	113	1 for 6,027	9	11
13	309	1 for 11,344	299	31
28	630	1 for 11,683	937	83
39	84	1 for 10,607	92	8
3	40	1 for 9,750	22	4
13	275	1 for 14,425	300	28
23	366	1 for 7,391	164	39
18	167	1 for 11,138	164	17
16	464	1 for 8,517	240	46
19	40	1 for 8,250	30	4
5	107	1 for 7,140	18	10
	20 983		11 578	2 090



What Are The Educational Requirements?

Students should begin as early as possible to acquire education in the fundamental sciences. Two years of pre-optometry education must be taken at an accredited college or university. With the proper selection of initial courses, the student may transfer from pre-optometry in a junior or other accredited college to complete his degree at one of the optometry schools or colleges, in a total of five or six years. At least three or four of these years will be spent in formal optometric education.

Development of the educational requirements of optometry to its present requirements, portrays a continual evolution to higher educational standards. Optometry practitioners have been given a thorough professional training. They are equipped with a fundamental education, and a highly specialized sequency of professional courses, enabling them to render a distinctive service.

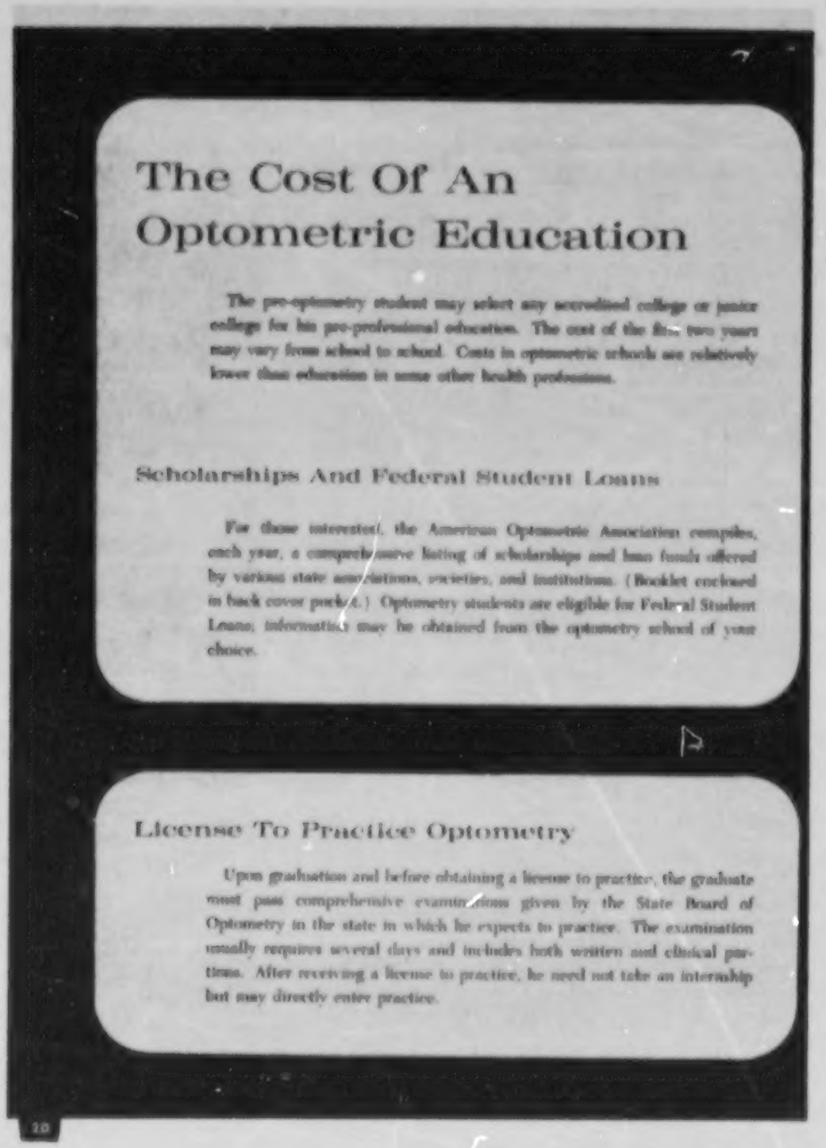
The laws and regulations of all states provide that no one shall be eligible to take the licensing examination unless he is a graduate of a school of optometry approved by the State Board of Examiners. There are presently ten schools or colleges of optometry in the United States. All are fully accredited by the Council on Optometric Education of the American Optometric Association. Accreditation by the Council is given only to schools whose courses require not less than five years of study at the college level. Some schools and colleges have added an additional year. The accredited schools are:

Illinois College of Optometry
Indiana University, Division of Optometry
The Massachusetts College of Optometry
The Ohio State University, School of Optometry
Los Angeles College of Optometry
Pacific University, College of Optometry
Pennsylvania College of Optometry
Southern College of Optometry
University of California, School of Optometry
University of Houston, College of Optometry

All colleges operate out-patient clinics in which students secure experience under professional supervision. Since optometry is both an art and a science, it must be cultivated like any other art, by continued practice. The opportunity for the student to gain practical experience and the mastery of the art is provided by these clinics.

Generally, graduates are awarded the degree of Doctor of Optometry. Some of the accredited schools and colleges of optometry award the degree of Bachelor of Science in Optometry and Master of Optometry.

The prospective optometric student should write requesting a catalogue from the school or college he expects to attend, and then plan his pre-optometric education in compliance with its requirements. He should acquaint himself with eligibility requirements which govern licensing in the particular state or states where he may wish to practice. This information may be obtained by writing to the State Board of Examiners in Optometry usually located in the state capital.



The Cost Of An Optometric Education

The pre-optometry student may select any accredited college or junior college for his pre-professional education. The cost of the first two years may vary from school to school. Costs in optometric schools are relatively lower than education in some other health professions.

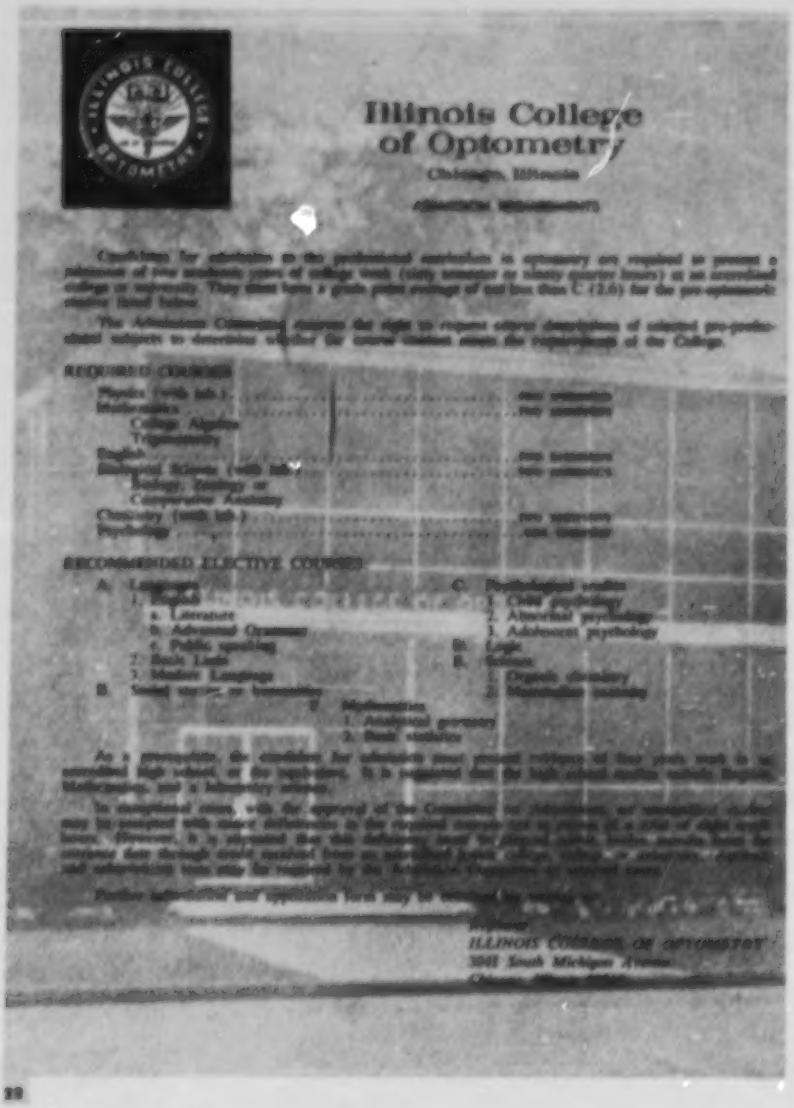
Scholarships And Federal Student Loans

For those interested, the American Optometric Association compiles, each year, a comprehensive listing of scholarships and loan funds offered by various state associations, societies, and institutions. (Booklet enclosed in back cover pocket.) Optometry students are eligible for Federal Student Loans; information may be obtained from the optometry school of your choice.

License To Practice Optometry

Upon graduation and before obtaining a license to practice, the graduate must pass comprehensive examinations given by the State Board of Optometry in the state in which he expects to practice. The examination usually requires several days and includes both written and clinical portions. After receiving a license to practice, he need not take an internship but may directly enter practice.

Entrance Requirements



Illinois College of Optometry

Chicago, Illinois

(ADMISSION REQUIREMENTS)

Candidates for admission to the professional curriculum in optometry are required to present a minimum of two academic years of college work (sixty semester or ninety quarter hours) at an accredited college or university. They must have a grade point average of not less than C (2.0) for the pre-optometric courses listed below.

The Admissions Committee reserves the right to request course descriptions of selected pre-professional subjects to determine whether the course content meets the requirements of the College.

REQUIRED COURSES

Physics (with lab.) .... two semesters
Mathematics .... two semesters
  College Algebra
  Trigonometry
English .... two semesters
Biological Science (with lab.) .... two semesters
  Biology, Zoology or
  Comparative Anatomy
Chemistry (with lab.) .... two semesters
Psychology .... one semester

RECOMMENDED ELECTIVE COURSES

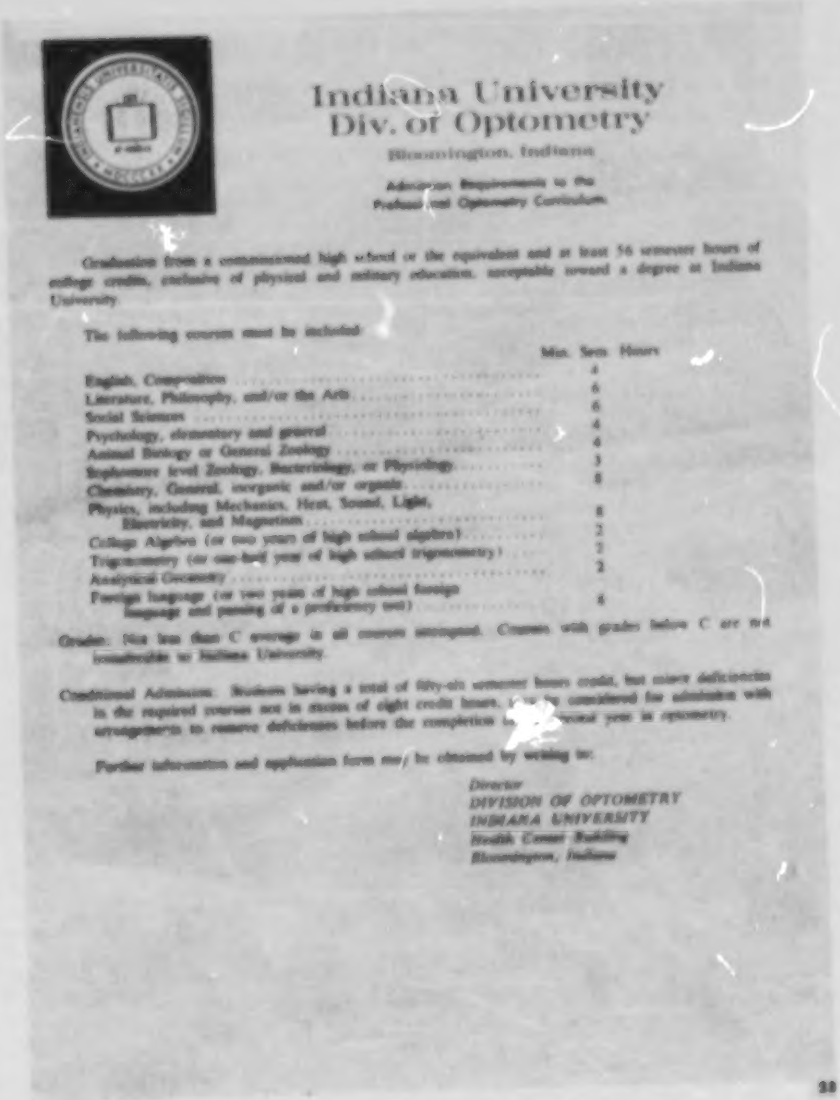
- A. Languages
  - 1. English
    - a. Literature
    - b. Advanced Grammar
    - c. Public speaking
  - 2. Basic Latin
  - 3. Modern Language
- B. Social sciences or humanities
- C. Psychological studies
  - 1. Child psychology
  - 2. Abnormal psychology
  - 3. Adolescent psychology
- D. Logic
- E. Science
  - 1. Organic chemistry
  - 2. Mammalian anatomy
- F. Mathematics
  - 1. Analytical geometry
  - 2. Basic statistics

As a prerequisite, the candidate for admission must present evidence of four years work in an accredited high school, or the equivalent. It is suggested that the high school studies include English, Mathematics, and a laboratory science.

In exceptional cases, with the approval of the Committee on Admissions, an unqualified student may be accepted with minor deficiencies in the required courses but not in excess of a total of eight credit hours. However, it is stipulated that this deficiency must be [illegible] from the entrance date through credit obtained from an accredited junior college, college or university. Aptitude and achievement tests may be required by the Admissions Committee in selected cases.

Further information and application forms may be obtained by writing to:

Registrar
ILLINOIS COLLEGE OF OPTOMETRY
3241 South Michigan Avenue
Chicago, Illinois [illegible]



Indiana University
Div. of Optometry

Bloomington, Indiana

Admission Requirements to the Professional Optometry Curriculum

Graduation from a commissioned high school or the equivalent and at least 56 semester hours of college credits, exclusive of physical and military education, acceptable toward a degree at Indiana University.

The following courses must be included:

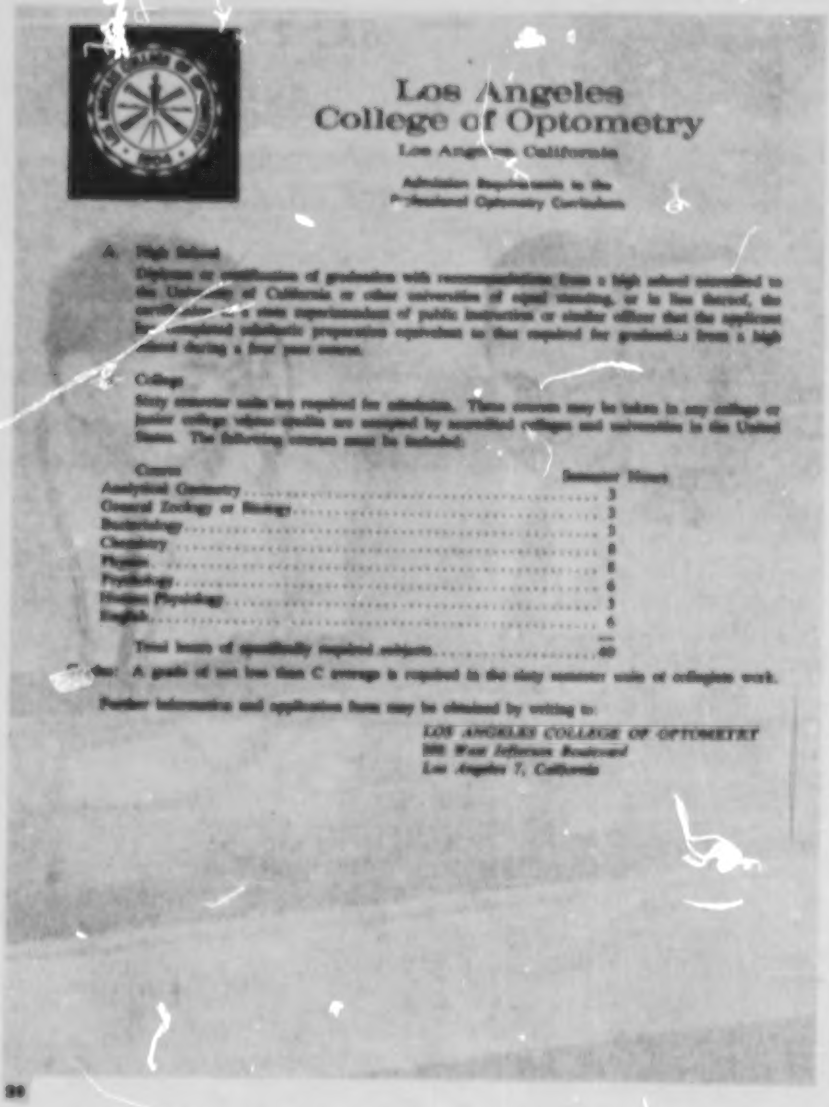
	Min. Sem. Hours
English, Composition	4
Literature, Philosophy, and/or the Arts	6
Social Sciences	6
Psychology, elementary and general	4
Animal Biology or General Zoology	4
Sophomore level Zoology, Bacteriology, or Physiology	3
Chemistry, General, inorganic and/or organic	8
Physics, including Mechanics, Heat, Sound, Light, Electricity, and Magnetism	8
College Algebra (or two years of high school algebra)	2
Trigonometry (or one-half year of high school trigonometry)	2
Analytical Geometry	2
Foreign language (or two years of high school foreign language and passing of a proficiency test)	8

Grades: Not less than C average in all courses attempted. Courses with grades below C are not transferable to Indiana University.

Conditional Admission: Students having a total of fifty-six semester hours credit, but minor deficiencies in the required courses not in excess of eight credit hours, may be considered for admission with arrangements to remove deficiencies before the completion of the second year in optometry.

Further information and application form may be obtained by writing to:

Director
DIVISION OF OPTOMETRY
INDIANA UNIVERSITY
Health Center Building
Bloomington, Indiana



Los Angeles College of Optometry

Los Angeles, California

Admission Requirements to the Professional Optometry Curriculum

A. High School

Diploma or certification of graduation with recommendations from a high school accredited to the University of California or other universities of equal standing, or in lieu thereof, the certification of a state superintendent of public instruction or similar officer that the applicant has completed scholastic preparation equivalent to that required for graduation from a high school during a four year course.

B. College

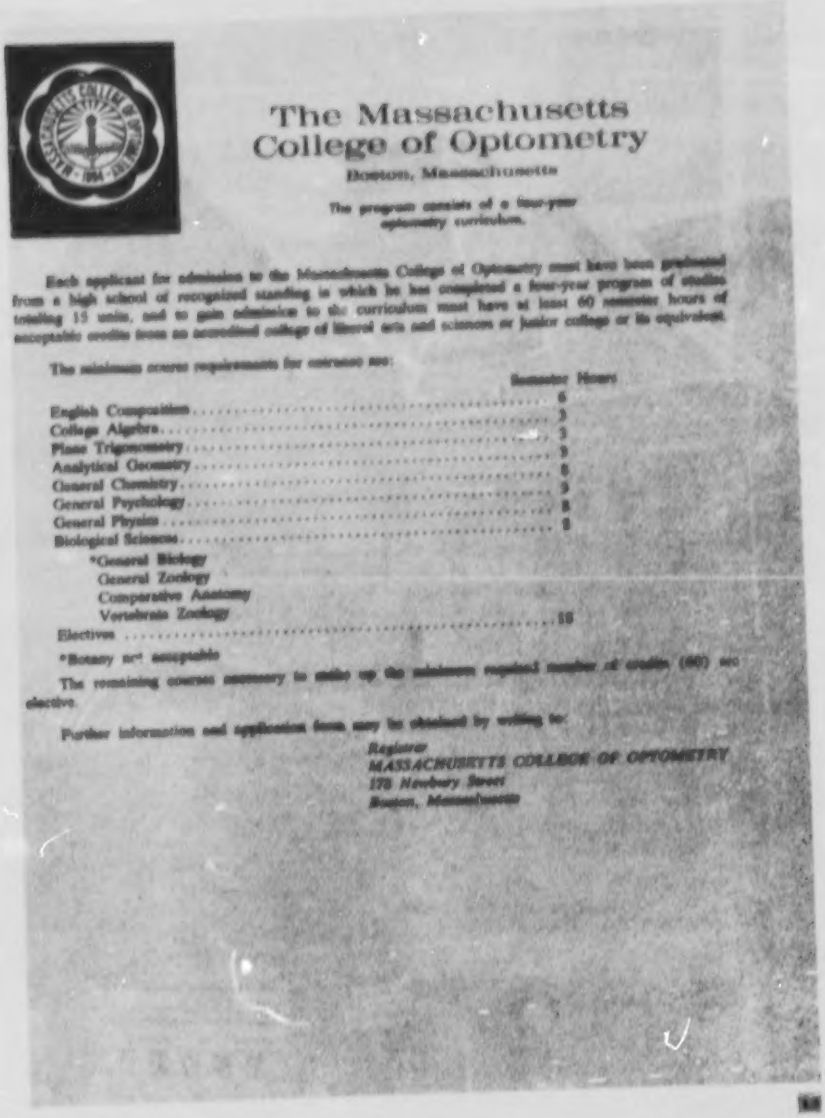
Sixty semester units are required for admission. These courses may be taken in any college or junior college whose credits are accepted by accredited colleges and universities in the United States. The following courses must be included:

Course	Semester Hours
Analytical Geometry	3
General Zoology or Biology	3
Bacteriology	3
Chemistry	8
Physics	8
Psychology	6
Human Physiology	3
English	6
Total hours of specifically required subjects	40

Grades: A grade of not less than C average is required in the sixty semester units of collegiate work.

Further information and application form may be obtained by writing to:

LOS ANGELES COLLEGE OF OPTOMETRY
950 West Jefferson Boulevard
Los Angeles 7, California



The Massachusetts College of Optometry

Boston, Massachusetts

The program consists of a four-year optometry curriculum.

Each applicant for admission to the Massachusetts College of Optometry must have been graduated from a high school of recognized standing in which he has completed a four-year program of studies totaling 15 units, and to gain admission to the curriculum must have at least 60 semester hours of acceptable credits from an accredited college of liberal arts and sciences or junior college or its equivalent.

The minimum course requirements for entrance are:

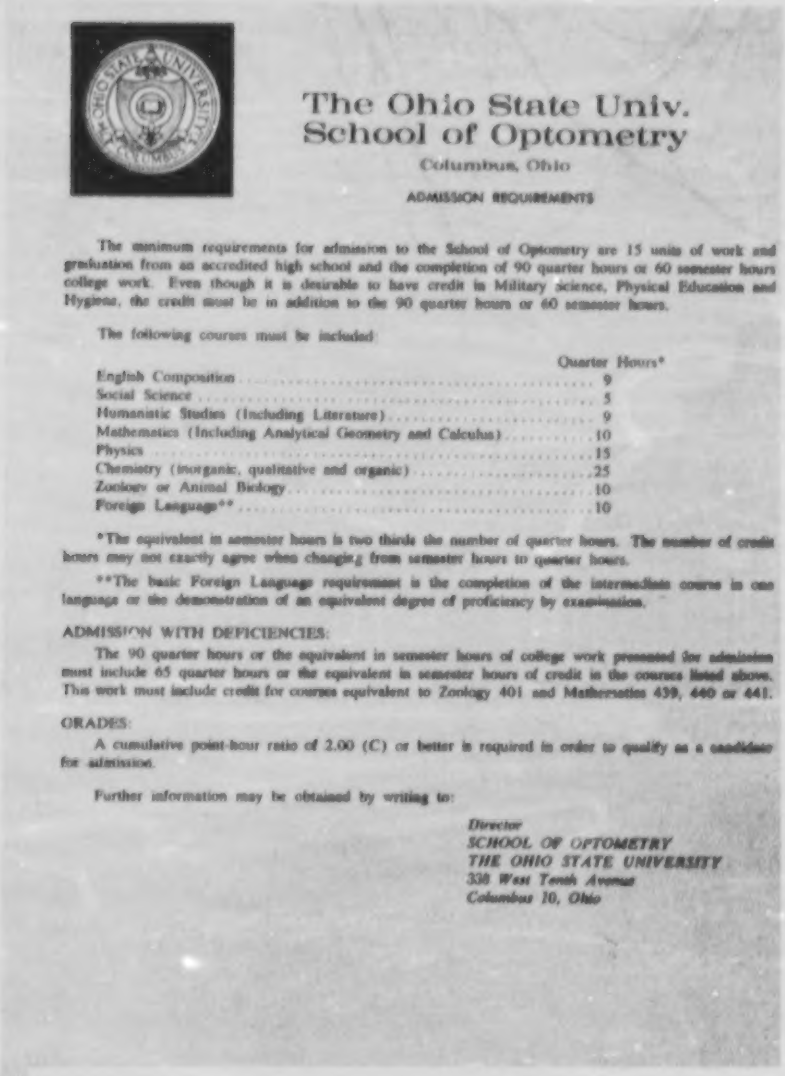
	Semester Hours
English Composition	6
College Algebra	3
Plane Trigonometry	3
Analytical Geometry	3
General Chemistry	8
General Psychology	3
General Physics	8
Biological Sciences *General Biology General Zoology Comparative Anatomy Vertebrate Zoology	8
Electives	18

*Botany not acceptable

The remaining courses necessary to make up the minimum required number of credits (60) are elective.

Further information and application form may be obtained by writing to:

Registrar
MASSACHUSETTS COLLEGE OF OPTOMETRY
178 Newbury Street
Boston, Massachusetts



The Ohio State Univ. School of Optometry

Columbus, Ohio

ADMISSION REQUIREMENTS

The minimum requirements for admission to the School of Optometry are 15 units of work and graduation from an accredited high school and the completion of 90 quarter hours or 60 semester hours college work. Even though it is desirable to have credit in Military science, Physical Education and Hygiene, the credit must be in addition to the 90 quarter hours or 60 semester hours.

The following courses must be included:

	Quarter Hours*
English Composition	9
Social Science	5
Humanistic Studies (Including Literature)	9
Mathematics (Including Analytical Geometry and Calculus)	10
Physics	15
Chemistry (inorganic, qualitative and organic)	25
Zoology or Animal Biology	10
Foreign Language**	10

*The equivalent in semester hours is two thirds the number of quarter hours. The number of credit hours may not exactly agree when changing from semester hours to quarter hours.

**The basic Foreign Language requirement is the completion of the intermediate course in one language or the demonstration of an equivalent degree of proficiency by examination.

ADMISSION WITH DEFICIENCIES:

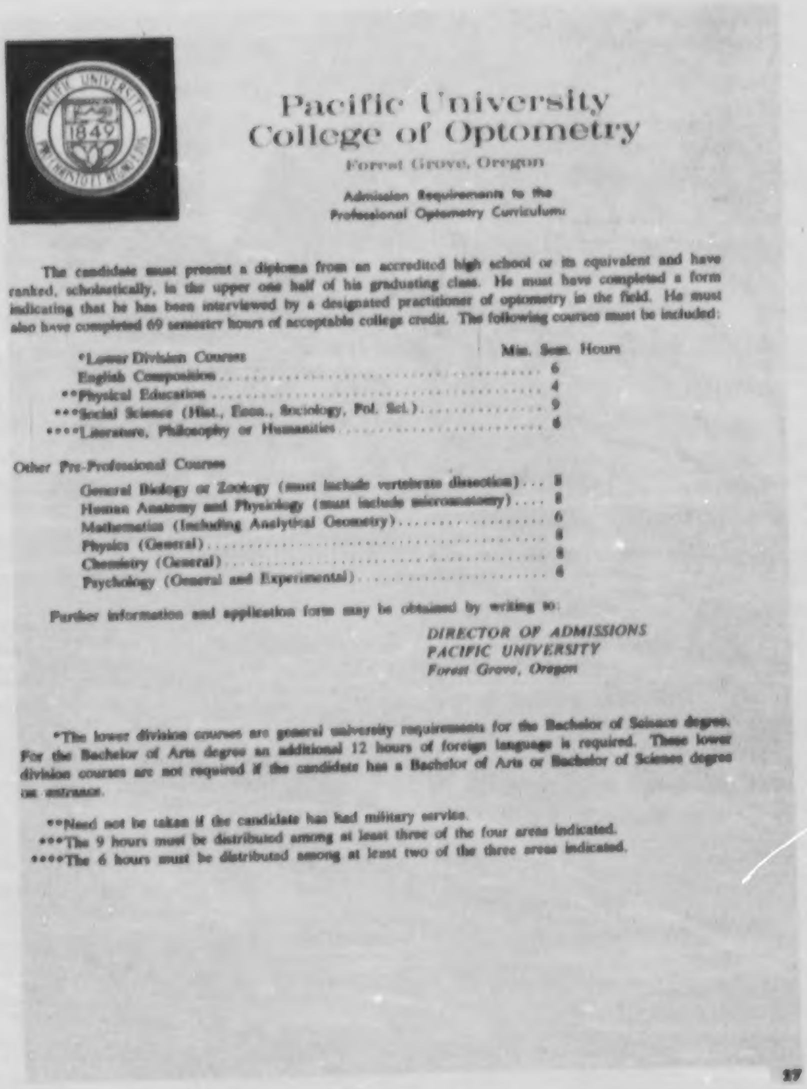
The 90 quarter hours or the equivalent in semester hours of college work presented for admission must include 65 quarter hours or the equivalent in semester hours of credit in the courses listed above. This work must include credit for courses equivalent to Zoology 401 and Mathematics 439, 440 or 441.

GRADES:

A cumulative point-hour ratio of 2.00 (C) or better is required in order to qualify as a candidate for admission.

Further information may be obtained by writing to:

Director
SCHOOL OF OPTOMETRY
THE OHIO STATE UNIVERSITY
338 West Tenth Avenue
Columbus 10, Ohio



Pacific University College of Optometry

Forest Grove, Oregon

Admission Requirements to the Professional Optometry Curriculum:

The candidate must present a diploma from an accredited high school or its equivalent and have ranked, scholastically, in the upper one half of his graduating class. He must have completed a form indicating that he has been interviewed by a designated practitioner of optometry in the field. He must also have completed 69 semester hours of acceptable college credit. The following courses must be included:

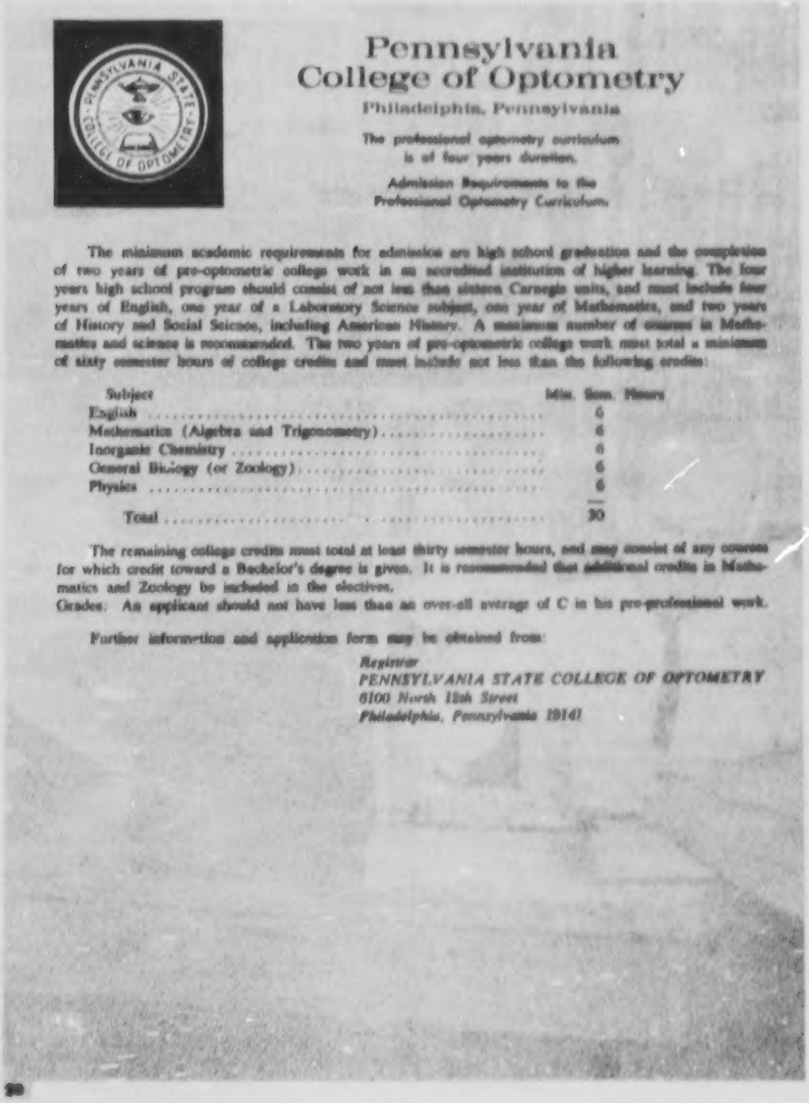
*Lower Division Courses	Min. Sem. Hours
English Composition	6
**Physical Education	4
***Social Science (Hist., Econ., Sociology, Pol. Sci.)	9
****Literature, Philosophy or Humanities	6
Other Pre-Professional Courses	
General Biology or Zoology (must include vertebrate dissection)	8
Human Anatomy and Physiology (must include microanatomy)	8
Mathematics (Including Analytical Geometry)	6
Physics (General)	8
Chemistry (General)	8
Psychology (General and Experimental)	6

Further information and application form may be obtained by writing to:

DIRECTOR OF ADMISSIONS
PACIFIC UNIVERSITY
Forest Grove, Oregon

*The lower division courses are general university requirements for the Bachelor of Science degree. For the Bachelor of Arts degree an additional 12 hours of foreign language is required. These lower division courses are not required if the candidate has a Bachelor of Arts or Bachelor of Science degree on entrance.

**Need not be taken if the candidate has had military service.
***The 9 hours must be distributed among at least three of the four areas indicated.
****The 6 hours must be distributed among at least two of the three areas indicated.



Pennsylvania College of Optometry

Philadelphia, Pennsylvania

The professional optometry curriculum
is of four years duration.

Admission Requirements to the
Professional Optometry Curriculum.

The minimum academic requirements for admission are high school graduation and the completion of two years of pre-optometric college work in an accredited institution of higher learning. The four years high school program should consist of not less than sixteen Carnegie units, and must include four years of English, one year of a Laboratory Science subject, one year of Mathematics, and two years of History and Social Science, including American History. A maximum number of courses in Mathematics and science is recommended. The two years of pre-optometric college work must total a minimum of sixty semester hours of college credits and must include not less than the following credits:

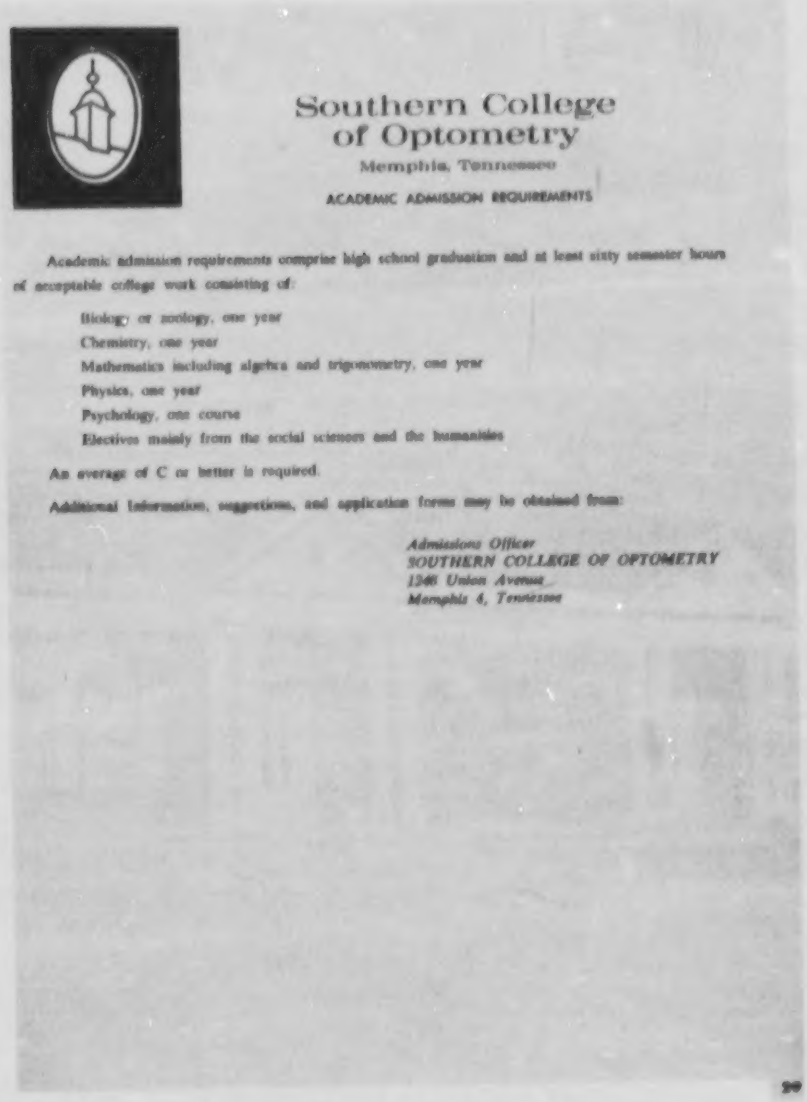
Subject	Min. Sem. Hours
English	6
Mathematics (Algebra and Trigonometry)	6
Inorganic Chemistry	6
General Biology (or Zoology)	6
Physics	6
Total	30

The remaining college credits must total at least thirty semester hours, and may consist of any courses for which credit toward a Bachelor's degree is given. It is recommended that additional credits in Mathematics and Zoology be included in the electives.

Grades: An applicant should not have less than an over-all average of C in his pre-professional work.

Further information and application form may be obtained from:

Registrar
PENNSYLVANIA STATE COLLEGE OF OPTOMETRY
6100 North 12th Street
Philadelphia, Pennsylvania 19141



Southern College of Optometry

Memphis, Tennessee

ACADEMIC ADMISSION REQUIREMENTS

Academic admission requirements comprise high school graduation and at least sixty semester hours of acceptable college work consisting of:

Biology or zoology, one year
Chemistry, one year
Mathematics including algebra and trigonometry, one year
Physics, one year
Psychology, one course
Electives mainly from the social sciences and the humanities

An average of C or better is required.

Additional information, suggestions, and application forms may be obtained from:

Admissions Officer
SOUTHERN COLLEGE OF OPTOMETRY
1246 Union Avenue
Memphis 4, Tennessee

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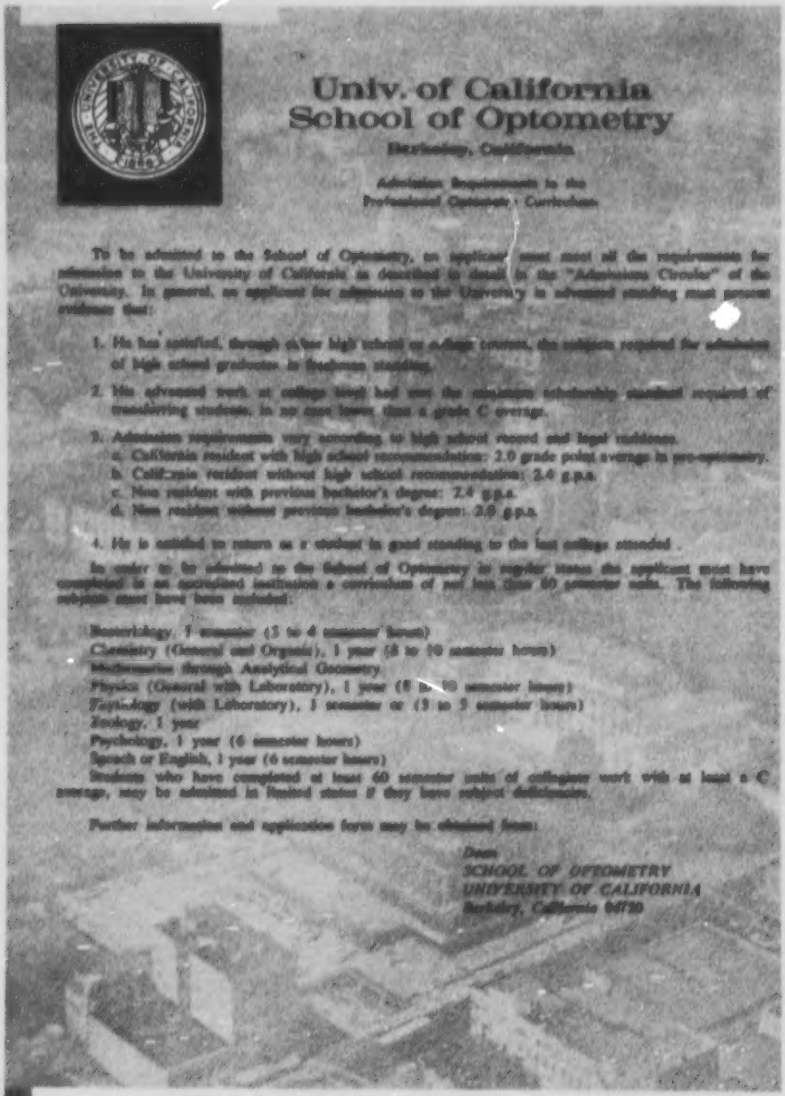


Univ. of California School of Optometry

Berkeley, California

Admission Requirements to the
Professional Optometry Curriculum

To be admitted to the School of Optometry, an applicant must meet all the requirements for admission to the University of California as described in detail in the "Admissions Circular" of the University. In general, an applicant for admission to the University in advanced standing must present evidence that:

1. He has satisfied, through either high school or college courses, the subjects required for admission of high school graduates in freshman standing.
2. His advanced work at college level had met the minimum scholarship standard required of transferring students, in no case lower than a grade C average.
3. Admission requirements vary according to high school record and legal residence.
   a. California resident with high school recommendation: 2.0 grade point average in pre-optometry.
   b. California resident without high school recommendation: 2.4 g.p.a.
   c. Non resident with previous bachelor's degree: 2.4 g.p.a.
   d. Non resident without previous bachelor's degree: 2.8 g.p.a.
4. He is entitled to return as a student in good standing to the last college attended.

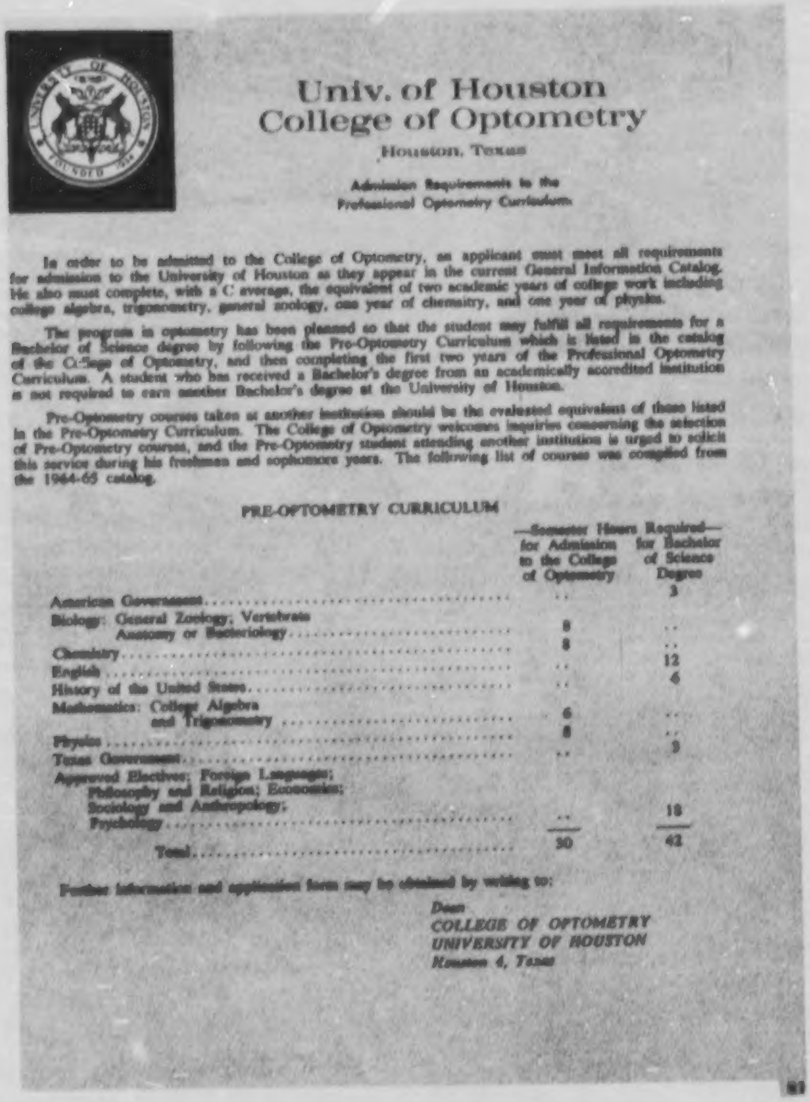
In order to be admitted to the School of Optometry in regular status the applicant must have completed in an accredited institution a curriculum of not less than 60 semester units. The following subjects must have been included:

Bacteriology, 1 semester (3 to 4 semester hours)
Chemistry (General and Organic), 1 year (8 to 10 semester hours)
Mathematics through Analytical Geometry
Physics (General with Laboratory), 1 year (8 to 10 semester hours)
Physiology (with Laboratory), 1 semester or (3 to 5 semester hours)
Zoology, 1 year
Psychology, 1 year (6 semester hours)
Speech or English, 1 year (6 semester hours)

Students who have completed at least 60 semester units of collegiate work with at least a C average, may be admitted in limited status if they have subject deficiencies.

Further information and application form may be obtained from:

Dean
SCHOOL OF OPTOMETRY
UNIVERSITY OF CALIFORNIA
Berkeley, California 94720



Univ. of Houston College of Optometry

Houston, Texas

Admission Requirements to the Professional Optometry Curriculum

In order to be admitted to the College of Optometry, an applicant must meet all requirements for admission to the University of Houston as they appear in the current General Information Catalog. He also must complete, with a C average, the equivalent of two academic years of college work including college algebra, trigonometry, general zoology, one year of chemistry, and one year of physics.

The program in optometry has been planned so that the student may fulfill all requirements for a Bachelor of Science degree by following the Pre-Optometry Curriculum which is listed in the catalog of the College of Optometry, and then completing the first two years of the Professional Optometry Curriculum. A student who has received a Bachelor's degree from an academically accredited institution is not required to earn another Bachelor's degree at the University of Houston.

Pre-Optometry courses taken at another institution should be the evaluated equivalent of those listed in the Pre-Optometry Curriculum. The College of Optometry welcomes inquiries concerning the selection of Pre-Optometry courses, and the Pre-Optometry student attending another institution is urged to solicit this service during his freshman and sophomore years. The following list of courses was compiled from the 1964-65 catalog.

PRE-OPTOMETRY CURRICULUM

	—Semester Hours Required—	
	for Admission to the College of Optometry	for Bachelor of Science Degree
American Government	..	3
Biology: General Zoology, Vertebrate Anatomy or Bacteriology	8	..
Chemistry	8	..
English	..	12
History of the United States	..	6
Mathematics: College Algebra and Trigonometry	6	..
Physics	8	..
Texas Government	..	3
Approved Electives: Foreign Languages; Philosophy and Religion; Economics; Sociology and Anthropology; Psychology	..	18
Total	30	42

Further information and application form may be obtained by writing to:

Dean
COLLEGE OF OPTOMETRY
UNIVERSITY OF HOUSTON
Houston 4, Texas

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[redacted]

What Is The Professional Organization Of Optometry?

The American Optometric Association (7000 Chippewa Street, St. Louis, Missouri) is the professional organization of optometrists. The association is a confederation of divisional associations, each of which represents a state or territory. There are also zone, county, district and city societies. Licensed practitioners who adhere to the code of ethics are eligible for membership. All optometry students are eligible for free student membership.

The American Optometric Association, in cooperation with state associations, provides a variety of services free of charge to its members. These services include assistance to undergraduates and graduates through scholarships, a professional placement service and a professional journal and newspaper.

In addition to these services, the Association provides leadership in professional matters. One result of this leadership was the establishment of a *Code of Ethics* to govern the actions of optometrists.

Where Can I Obtain More Information?

OPTOMETRIC ORGANIZATIONS AND ASSOCIATIONS

American Optometric Association, 7000 Chippewa, St. Louis, Missouri 63119
American Academy of Optometry, Foshay Tower, Minneapolis 2, Minnesota
American Optometric Foundation, 111 South Meramec Avenue, St. Louis 5, Missouri

Each state has a state optometric association which is a subsidiary of the American Optometric Association. Address of the state associations' mail offices, and of the offices of the State Board of Examiners in Optometry, may be obtained by writing to the American Optometric Association. The A.O.A. also will supply on request addresses of the secretaries of the following organizations which do not maintain permanent offices:

International Association of Boards of Examiners in Optometry
National Board of Examiners in Optometry
Association of Schools and Colleges of Optometry
Association of Military Optometrists of the United States
Distinguished Service Foundation of Optometry
Beta Sigma Kappa (honorary fraternity)

PERIODICALS

American Journal of Optometry and Archives of the American Academy of Optometry (monthly), 1508 Foshay Tower, Minneapolis 2, Minn.
AOA News (monthly), 7000 Chippewa, St. Louis, Mo. 63119
Journal of the American Optometric Association (monthly), 7000 Chippewa, St. Louis, Mo. 63119
Optometric Weekly, 5 North Wabash Ave., Chicago 2, Ill.
Optical Journal and Review of Optometry (semimonthly), Chestnut and 56th Sts., Philadelphia 39, Pa.
Optometric World (monthly), 3924 Sunset Blvd., Los Angeles 29, Calif.

Most state associations also publish monthly or quarterly journals, and there are numerous local, regional, or special-interest publications.

SUGGESTED READINGS

Campbell, Dorothy Rose. *Eyes in Industry*. Longmans, Green. New York. 1951.
Cox, M. E. *Optometry, the Profession: Its Antecedents, Birth and Development*. Chilton Company, Philadelphia, Pa. Rev. ed. 1957.
Elmstrom, George P. *Optometric Practice Management*. Chilton Co., Philadelphia, Pa. 1963.
Heath, Gordon G., and Gregg, James. *The Eye and Sight*. D. C. Heath & Co., Boston, Mass. 1964.
Hirsch, M. J., and Wick, R. E. *Children's Vision*. Chilton Co., Inc., Philadelphia, Pa. 1963.
Hofstetter, H. W. *Optometrist*. C. V. Mosby Co., St. Louis, Mo. 1948.
MacNalty, Sir Arthur S. *Preservation of Eyesight*. J. Wright, Bristol, England. 1958.
Scholz, Roy O. *Sight: A Handbook for Laymen*. Doubleday, Garden City, New York. 1960.
Sutton-Vane, Sybil. *The Story of Eyes*. Viking Press, New York. 1958.
Vail, Derrick T. *The Truth about Your Eyes*. Farrar, Straus, and Cudahy, New York. 2nd ed. 1959.

PREPARED STATEMENT BY WILLIAM G. HARLEY, PRESIDENT, NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

The following statement is respectfully submitted by William G. Harley to the Education Subcommittee of the Senate Labor and Public Welfare Committee in regard to S. 2874, the International Act of 1966, on behalf of the National Association of Educational Broadcasters. Mr. Harley is President of the NAEB.

The National Association of Educational Broadcasters is the professional association of the non-commercial educational broadcasters in the United States. Its membership consists of universities, colleges, public and private schools and non-profit community corporations which operate over 150 non-commercial educational radio stations, 115 television stations, and more than 125 closed-circuit television stations and program production centers.

The NAEB wishes here to support passage of S. 2874 because the NAEB believes it will be of substantial assistance to further development of education in international affairs, a subject vital to the future of America. As will be dealt with briefly in the following four points, the NAEB urges that the use of educational radio television facilities in this country be recommended by the United States Senate as suitable instruments for carrying out the purposes of the Act.

The NAEB is aware of the special focus of the International Education Act to improve the *domestic* educational programs offered by our colleges and universities in the field of international education. This is a significant step which in the past has been difficult to implement because , in the words of the House of Representatives report on HR 14643, the emphasis has in the past two decades been on the word "international" rather than the word "education."

1. Our first interest in the International Education program deals with its plan to develop training centers that will affect directly the strengthening of overseas educational assistance programs. While the centers are not *exclusively* concerned with development of overseas education systems, such emphasis will undoubtedly be an important ingredient of the training centers. Where international development is the objective, education is often the imperative; where education is required, technology is often the means.

In this context, the NAEB wishes to call attention to the utility of educational radio and television as instruments for developing educational systems that can enable whole nations to provide economical educational resources both for their children and their adult citizens. The usefulness of mass communication media in education is best understood by considering whether a system that requires a developing nation to have a fully functioning corps of qualified teachers has more promise of succeeding than a system that enables a few highly skilled teachers to be teaching partners with classroom teachers throughout a wide area. Clearly the system that makes the most efficient use of skilled teaching resources is what is most needed.

The capability of educational radio and television is no longer mere speculation. Demonstration of their instructional effectiveness exists in several settings throughout the world. The most comprehensive and extensive demonstration is in American Samoa where a television system literally makes it feasible to have an education system. It is essential that full knowledge of this and future installations be a fundamental part of the training programs that this Act seeks to support and expand.

2. Experience with educational development programs shows that they can easily be very wasteful and highly ineffective. To achieve results, they must be comprehensive enough to cover a full range of educational needs; they must reach home as well as schools; they must teach teachers as well as students; and they must be feasible as well as desirable. Television and radio cannot provide all answers, but they can distribute them effectively once they are available. Recognition of this principle is a basic requirement in educational development overseas and it deserves a prominent place in the Centers that will train the manpower for international education.

3. The media can also be used domestically as devices for economical distribution of well organized and presented lectures and demonstrations that can serve as the core of new curricula that will need to be developed. Several existing college credit television courses in political science, foreign policy, international affairs, and comparative foreign governments are already available in instructional television libraries; many more need to be provided that can be tailored to the specific demands for more adequate resources for regular courses of instruction in international education.

4. Such radio and television series as "Great Decisions" sponsored by the Foreign Policy Association have assisted in developing new awareness of international problems, challenges and opportunities among the public at large. It is a good illustration of the special ability of radio and television to disseminate widely a sensitivity and a concern for peoples and policies that bear directly on our national aspirations and objectives. But many more such programs should be made available.

Radio and television are bona fide educational instruments for implementing many of the objectives of this Act. They serve not only to assist in international development programs in education overseas, but can also be an economical means of providing high quality instructional material for the domestic programs that this Act envisions for this country.

The NAEB believes that the Act's current language does not need to be changed to accommodate the use of radio and television. But, we do suggest that specific reference to the potential usefulness of educational broadcasting for purposes of the Act be incorporated in the report on the Act so that personnel administering the program would be encouraged to make such use.

PREPARED STATEMENT OF THE AMERICAN FEDERATION OF LABOR AND CONGRESS OF INDUSTRIAL ORGANIZATIONS

The American Federation of Labor and Congress of Industrial Organizations is pleased to present this statement in support of the proposed International Education Act of 1966 (S. 2874) as an important measure which will strengthen our educational resources for international understanding. We are also making suggestions for minor amendments which we think will improve the legislation.

Our support comes as the result of a deep conviction that the possibilities of peace and freedom throughout the world can be improved if Americans have an understanding of all of the nations which make it up. Long trade union experience in international effort in support of free trade unionism and democracy leads us to this conclusion. Such activity was carried on for many years by both the AFL and the CIO prior to their merger in 1955 and it has been intensified since that time. About one quarter of the income of the Federation is now spent in its international efforts. Most of the affiliated unions carry on international activities either directly or through cooperative effort in the international trade secretariats of which they are a part.

Much of the international work of the unions is closely related to the purposes of this bill. American unionists are working in other countries assisting in the development of strong democratic trade unions through the establishment of educational centers, and by assisting in the planning, and in some cases the funding, of union-supported social projects such as housing, credit unions and cooperatives. America unions have time and again welcomed to this country thousands of trade unionists from all parts of the free world, and have developed educational programs intended to help these visitors understand our Nation, in particular the role of trade unions in American society. Trade union sponsored institutions like the American Institute for Free Labor Development and the Afro-American Labor Center are making major contributions to strengthening the ties between the unions of this country and those in Latin America and Africa, and in the strengthening of democracy in the countries in which they conduct programs.

In addition, trade unionists have been involved in many facets of governmental foreign aid since the start of these programs in the immediate post war period.

American unionists, therefore, have extensive experience on which we base our enthusiastic support of this bill. We know that Americans who will be working overseas, or with foreign visitors to this country, need an understanding of the languages and institutions of the groups with whom they must relate. We recognize, too, that such study will help us learn from the experience of others.

S. 2874 takes three important steps in Federal support for necessary activity.

The graduate centers for research and training in international studies, provided by Section 3, will have a major role. We are pleased to see that the bill is broad enough to permit such graduate centers to concentrate on particular fields or issues in international affairs as well as on geographic areas. We hope that some of these centers, when established, will deal with the host of social problems whose solution is essential if peace is to be made meaningful to the people of the world.

The resources and training facilities of these centers should be available to all segments of our society. They should not be restricted to the traditional graduate students and their professors. Many of the U.S. trade unionists working in other countries are not graduates of high school, much less college. Their practical experience has been invaluable in preparing them for their present assignments. The artificial barrier of a college degree should not stand in the way of others like them receiving training to prepare for the international work.

Programs at American University, at the School of Industrial and Labor Relations at Cornell and other universities, have demonstrated that unionists who have never been to college can participate in and benefit from intensive academic programs. The same would be true of representatives of other segments of our society, particularly those who have been active in the host of voluntary organizations which are so important in the United States.

Flexibility should be a way of life for these centers and Congress should make clear that this is its intent. It might help to achieve this flexibility if the law would permit grants to public and private non-profit agencies and organizations when such grants would make a significant contribution to the purposes of this section.

Section 4, providing grants for undergraduate programs, will be an important stimulus in spreading college instruction in international studies. Some colleges already have carried out effective work in this field. However, a student who is not fortunate enough to be at such a school is deprived of an opportunity for study in this field. The spread of undergraduate education in international affairs will broaden the potential resources of interested Americans who may want to specialize. It will also provide a broader base of understanding of other nations for those whose careers may be in far different fields.

Section 8 provides amendments to the National Defense Education Act of 1958 which would support the other provisions of this bill, by making funds available for West European language and area studies, and by increasing the proportion of Federal support.

As it is now drafted S. 2874 does not authorize specific amounts of money. The AFL-CIO suggests that the bill would be strengthened if a schedule of authorizations would be set in Section 7, starting with $10 million in fiscal year 1967, rising to $40 million in 1968, $90 million in fiscal 1969, and with increased amounts in succeeding years.

The International Education Act of 1966 is only a part of the total effort which is being proposed for the expansion of U.S. activity in the whole field of international education. We are convinced that the Act will be a cornerstone for many other activities. We hope that the Congress will act quickly so that this program can be launched at the earliest possible date.

Prepared Statement of Marion A. Milczewski, Chairman, International Relations Committee, American Library Association, and Director, University of Washington Libraries

My name is Marion A. Milczewski, Chairman of the International Relations Committee of the American Library Association, and Director of Libraries of the University of Washington, Seattle.

I am submitting this statement on behalf of the American Library Association, a non-profit professional association of more than 31,000 members consisting of librarians, library trustees, and laymen interested in the development, extension and improvement of libraries at all levels of education in this country. The members of the American Library Association support with great enthusiasm the bills S. 2874 and H.R. 14643 which, if enacted, will greatly strengthen the resources of American higher education for international studies and research.

The Association is pleased at the recognition the Senate gives in the form of this legislation to the importance of the knowledge of other countries in promoting mutual understanding and cooperation between nations. The Association has, since its inception, been concerned about such mutual understanding and how, through its membership and through its influence, it could further that understanding. It believes in the language of S. 2874 and H.R. 14643 "that strong American education resources are a necessary base for strengthening our relations with other countries." This strong feeling, while expressed in many ways by the Association since its establishment in 1876, was most forthrightly and officially incorporated into a policy statement in 1946 then adopted by the Council of the Association. Specifically, it affirmed that "Librarians should seek ways to promote the use of and to make available all materials which would inform the citizens of the United States concerning the issues involved in international affairs and the points of view of other peoples of the world."

In January 1966, the Council adopted a resolution to appoint a Special Joint Committee on Libraries and International Education "to stand ready to serve the Federal government in all ways possible to implement and realize the aims expressed in the President's Smithsonian Bicentennial call for a program on international education." In that resolution, the Association again affirmed that "the free flow of books, information and ideas is an objective towards which the American library profession has been continuously striving in principle and practice."

On June 30, 1966, the Council reaffirmed its stand in a policy statement (attached) which includes the following paragraph:

"I. Librarians should seek ways to promote the use of all materials which will inform the citizens of the United States concerning the issues involved in international affairs and the points of view of other peoples of the world. They should also lend their special abilities and services to facilitate an adequate interpretation abroad of the United States."

In the field of higher education, specifically, the Association has been concerned about the supply in this country of materials from and about other countries and peoples for research purposes and for undergraduate education and of trained staff to acquire, catalog and put the materials to use. The Association is, therefore, happy to see that provisions of S. 2874 and H.R. 14643 deal specifically with the materials of study and research and with the staffing to put such materials to use.

It has great interest in Section 3, which authorizes the Secretary of Health, Education, and Welfare to arrange through "grants to institutions of higher education, or combinations of such institutions, for the establishment, strengthening, and operation by them of graduate centers which will be national and international resources for research and training in international studies and the international aspects of professional and other fields of study"; and which specifies that grants may be used "to cover part or all the costs of establishing, strengthening, equipping and operating research and training centers, including the cost of teaching and research materials and resources, . . . the training, improvement, and travel of the staff for carrying out the objectives of this section."

Section 3(b), in addition to providing for the cost of research materials and resources, includes "training, improvement, and travel of the staff . . ." The special skills that must be applied—including knowledge of other languages, the knowldege of bibliographic sources, particularly of the non-Western materials, and ability to solve the special cataloging problems—merit the kind of attention which is given to training under this Section. One of the grave problems that the research libraries in this country face in supporting existing international study programs is the dearth of the highly specialized professional librarians to locate, to acquire, to catalog and to help users with the material. It will thus be all the more important in implementing expanded programs that sufficient trained staff be available.

Section 4 provides for grants for "planning, developing, and carrying out a comprehensive program to strengthen and improve undergraduate instruction in international studies." The Association believes this to be an important part of the legislation under consideration, and the Committee on Non-Western Resources of the College Section of the Association of College and Research Libraries of the American Library Association has asked that the following statement be brought to the attention of the Senate in considering the bill:

"International Education has been developed in undergraduate programs very widely throughout the United States. These programs are often referred to as "non-Western studies," for want of a better term. One of the great handicaps in these programs is the lack of adequate library materials for use by undergraduate students as well as for members of the teaching faculty in our college communities. In fact, this lack has been so conspicuous that two or three years ago the Association of Asian Studies, Committee on Undergraduate Teaching, requested the College Library Section of ALA to aid the development and promotion of college library resources. A survey on undergraduate programs of Middle Eastern studies a few years ago pointed out the importance of library materials to teaching in this field and their inadequacy on college campuses.

"Regional programs for international studies have been instituted for faculty and librarians, as well as a national meeting this June, preceding the meeting of ALA, to promote the improvement of resources for existing programs and the establishment of new programs. The Committee on Non-Western Studies of the College Section of ALA has been asked by the Association of Asian Studies to sponsor a panel of librarians "to discuss library matters in relation to non-Western studies at the spring meeting of the Association." Our Committee is also working with the Foreign Areas Materials Center of the University of the State of New York, under a USOE grant project, to develop bibliographic sources and to direct the development of international education. Although this project will be of aid to many college libraries other than those in New York, considerably more aid will be needed to implement these programs on a national basis.

"The inclusion in your International Education Act of provisions of undergraduate education is important; in fact, the College Section Library Committee was told by the head of the Language and Area Section, U.S. Office of Education, a couple of years ago, that the undergraduate aspects of this new area of education were larger and much more difficult to implement than those of the graduate area studies.

"There is no doubt that our graduate schools with major area study programs need to have more students with preliminary training and motivation from our undergraduate institutions. The International Education Act now under consideration would be a major step toward meeting this need and toward implementing this new development in the expansion of the educational programs in the United States."

The Association therefore hopes that it is the intent of the legislation to provide for the cost of materials and resources under this section as it has provided for them under Section 3.

The American Library Association is a complex organization which includes several units concerned with the subject of this legislation. These are the International Relations Office of the Association; the International Relations Committee, which is advisory in nature; the Association of College and Research Libraries, which represents libraries of higher education, broadly stated, including college, university, independent research libraries, and special libraries; the Library Education Division; the Reference Division; and the Resources and Technical Services Division. All of these are, in one way or another, concerned with activities of information, bibliographical control and research through the identification, acquisition, cataloging and putting of books, journals, maps and related materials to use. Members of these various groups have been involved in various ways in cooperative programs to assure that the kinds of materials envisaged in this legislation are available to scholars at all levels in this country. They have been involved in the so-called Farmington Plan to assure the availability in this country of at least one copy of significant publications from abroad. They have worked with the Library of Congress in the Public Law 480 program, and have worked with other library groups in other related programs. Members have assisted as opportunity presented itself in surveys of resources with the Association of Research Libraries and with other groups to discover what is available in this country and abroad and how to bring these materials to bear on the research and teaching programs in the institutions which they represent.

Members of the Association have an interest in the work of the Committee on American Library Resources on the Far East of the Association for Asian Studies. This Committee has long been concerned about discovering what materials are available in China, Japan and Korea in particular, how to secure them for libraries of institutions of higher education in this country, and what joint action might be taken to assure the provision of union catalogs and other ways of making all of these things available to the whole scholarly community. In a recent study made by a subcommittee, it was estimated that there are at least 1400 members of the Association for Asian Studies alone who are specialists in the area of China, Japan and Korea in institutions of higher education in this country. It also noted that there were some 18 major collections in institutions where significant research was being undertaken. It is obvious from a study of the statistics about these collections that they need to be enlarged and that others should be established to support the kinds of investigations in which the Senate shows an interest in this legislation.

The collections of other non-Western languages present problems which may be even more severe. For example, Southeast Asia is of extreme importance to this country at this moment, yet the collections that are available in this country which will help us understand the peoples of this area are relatively small in number and no one of the collections may be considered complete. Thanks to the Public Law 480 program, funded by the Congress, the situation with regard to South Asia, some parts of the Middle East and Indonesia, is considerably better as far as currently published materials are concerned. Yet books and journals published before the beginning of the program continue to present problems of identification, acquisition and cataloging.

In summary, the Association heartily supports S. 2874 and H.R. 14643 and hopes that the Committee will report favorably; that the Senate will concur; and that subsequently, funds will be provided to implement the Act as passed.

[Attachment]

INTERNATIONAL AFFAIRS

A policy statement of the ALA International Relations Committee to replace that adopted June 30, 1947, by the ALA Council

Librarianship is a profession which transcends national boundaries. The efforts which our own government and people have made and are making to promote international understanding put upon the librarians of the United States the obligation to inform themselves about international issues and to intensify their efforts to promote understanding of international affairs among the people they serve. In addition, the American Library Association should continue in its role of working with international library groups, national library associations and librarians abroad toward common professional goals and assisting in the development of librarians and a profession in those countries where none exist. The American Library Association therefore affirms that:

I. Librarians should seek ways to promote the use of all materials which will inform the citizens of the United States concerning the issues involved in international affairs and the points of view of other peoples of the world. They should also lend their special abilities and services to facilitate an adequate interpretation abroad of the United States.

II. The American Library Association should aid the advancement of international library service by placing its library and bibliographical knowledge and discipline at the disposal of the agencies which are engaged in the promotion of international understanding, for example the United States government, international organizations such as UNESCO and the Organization of American States, foundations and learned societies and other groups with activities looking toward the advancement of international library service.

III. The American Library Association should develop relationships with librarians and library groups in other countries to work toward common professional goals in service, technical and bibliographical matters and the education of librarians.

IV. The American Library Association should continue to foster and develop plans for the exchange of librarians between this and other countries. It should give particular attention to providing opportunities to younger librarians both here and abroad to gain fruitful international library experience by means of work exchanges, visits and study abroad.

V. The American Library Association should continue to take the initiative to assure the continuation and expansion of the exchange of information and ideas between this country and all other countries and to advance the common goals of the profession.

Adopted by ALA Council July 15, 1966.

PREPARED STATEMENT OF A. HOOD ROBERTS, ASSOCIATE DIRECTOR, CENTER FOR APPLIED LINGUISTICS, WASHINGTON, D.C.

As Associate Director of the Center for Applied Linguistics, I am interested in the International Education Act of 1966 and would like to request permission to testify in favor of the Act at the hearings to be held soon by the Subcommittee on Education of which you are Chairman.

Of particular interest to the Center for Applied Linguistics is page 2 of the Act, *Centers for Advanced International Studies, Sec. 3(a)* and page 5, *Grants to Strengthen Undergraduate Programs in International Studies, Sec. 4(c)*.

May I respectfully refer you to the language used in the House Report No. 1539 of this Act, page 19, Section 3 (which accompanied HR-14643), *Centers for Advanced International Study:*

". . . the Secretary is also authorized to make grants to public and private non-profit agencies and organizations, including professional and scholarly associations, when such grants will make an especially significant contribution to attaining the objectives of the section."

Further, I wish to refer you to the language used in the House Report No. 1539 of this Act, page 16, paragraphs 3 and 4 of *The Center for Educational Cooperation:*

". . . Assist public and private agencies conducting international education programs.

"Secretary Gardner testified before the task force that one of the responsibilities assigned to the Center will be the administration of grant programs under the International Education Act of 1966."

I wish to indicate my approval of the aforementioned language in the House Report No. 1539 and respectfully request that it be included in the Senate Report.

The Center for Applied Linguistics is a non-profit organization principally financed by the Ford Foundation. It was established to serve as a clearinghouse for information in linguistics and as a catalyst in such areas as (1) teaching and research in English, (2) teaching and research in neglected languages, (3) the application of linguistics to practical language problems, (4) availability of learned linguists for teaching and research tasks, (5) cooperation among government agencies concerned with language teaching, (6) cooperation and coordination of information among various units of the academic community, and between government agencies and the language teaching profession in general.

Linguistics is a discipline which increasingly depends upon international cooperation. At present the Center for Applied Linguistics engages in many international activities including the conducting of conferences, surveys of language sciences and resources in various countries and regions, language data (i.e. demographic, social, geographic, etc.).

The Center for Applied Linguistics supports the concept of the International Education Act of 1966 and hopes to bring the importance of the contributions which linguistics can make in this area to the attention of the subcommittee.

Prepared Statement of Carl J. Megel, Washington Representative, American Federation of Teachers, AFL-CIO

The Government of the United States has played an active role since the close of World War II in providing economic rehabilitation for most of the nations of the world. Quite often the intellectual resources have not been mobilized to the extent which is necessary if our relationships with the people of the world are to be maintained within the framework of democratic ideals.

The proposed legislation would provide for grants to American colleges and universities to establish graduate centers for research and training in international studies; it would provide for grants to assist colleges and universities in developing comprehensive programs for improving undergraduate instruction in international studies; and it would strengthen Title VI of the National Defense Education Act which provides financial assistance for language centers in educational institutions.

The American Federation of Teachers supports all three of these provisions of the legislation. We do so with the knowledge that the strengthening of the understanding of international affairs in the training of our college students is an essential service, not only to improve intellectual understanding, but also to improve governmental relations and business activities.

The American Federation of Teachers particularly urges you to include Section 3(b) of S. 2874 in the final legislation. This section stresses the need for training and improving the teaching staff. Our students, both graduate and undergraduate, deserve and badly need competent and knowledgeable teachers who have a first hand knowledge of the area of their expertise. Grants and stipends to our teachers for research and travel will help raise the level of instruction in international studies in our classrooms.

In the American Federation of Teachers' participation with the International Federation of Free Teacher Unions and with our representatives attending conventions of this international organization, we realize at first hand that the educational opportunities of the various nations are not so much distinguished by their differences as by their similarities—notably the great need for enlarging educational resources. Many of the deficiencies which exist in our own educational system likewise exist in the educational systems of the nations of the world.

A comprehensive understanding of these differences will improve the domestic and political interrelations of our people.

The American labor movement in its relationship with the International Confederation of Free Trade Unions has brought a measure of cooperative understanding into its relationships with the nations of the world. Unfortunately, in these and other projects expert assistance to the various nations of the world in the creation of modern educational systems has not existed.

It is for this very reason that we are encouraged by this legislation. It represents a big step in the right direction. We compliment the Chairman, Senator Morse; members of the Senate Subcommittee on Education; and members of the Committee on Labor and Public Welfare for their efforts in promoting legislation to provide for strengthening the American educational resources for international studies and research.

PREPARED STATEMENT BY ELDRIDGE R. PLOWDEN, WASHINGTON REPRESENTATIVE, CHAPMAN COLLEGE, ORANGE, CALIF.

I am Washington Representative for Chapman College, a private liberal arts college at Orange, California, where emphasis on international education is a long-standing tradition.

Chapman has recently assumed operation of what may be the only floating campus in the world, offering semester-long, round-the-world voyages to qualified students who attend classes aboard the *M.S. Seven Seas*, chartered by Chapman and operated by the Holland-America Line.

During the spring semester just completed, 327 students and 45 faculty members engaged in an integrated, on-board study program that is augmented by a carefully prepared, in-port curriculum.

Chapman's traveling students—both graduate and undergraduate—meet with scholars and public officials at universities and cities throughout the world. They have an opportunity to study on the scene with expert lecturers and to participate in tours of several days conducted through many of the countries on the itinerary.

Chapman College is deeply committed to the belief that America's students and teachers must be taught to understand the varying cultures and peoples of the world in order to most effectively meet the challenges of today and the future. The on-board and in-port curriculum therefore emphasizes the economic, social, religious, political, and cultural development in the countries visited, in addition to regular academic studies.

The two semesters that Chapman has operated its floating campus have been highly successful—and the administrators of the two voyages are convinced that this method of travel-study can further contribute to international education by a program of expansion.

In the fall, a larger ship, the *S.S. Ryndam*, will replace the *Seven Seas*. It will accommodate 600 students and the required faculty, as well as administrators and related staff. There will be a 10,000-volume library, a 290-seat theater, a completely staffed hospital, 13 modern classrooms, studios, and laboratories. All facilities will be airconditioned and fully equipped to efficiently serve the enlarged academic program.

Each year a thousand or more American college students from the Seven Seas ships will visit fifteen to twenty of the world's major ports in nearly as many different countries. They are selected with care by Chapman's Admissions personnel, who seek only those students they believe will be effective ambassadors from America. We emphasize a flexible program, geared to the changing cultures and problems of other societies, and we enroll students with good minds and high character who, we feel, will adapt to this educational experience and receive the maximum benefit.

Upper division students will pursue an interdisciplinary, coordinated study program to tie in with an international university affiliation now being established.

Area depth studies have not yet been attempted, but considerable thought is being given to introducing depth studies at the graduate level as a more adequate experience accrues.

Undergraduates now work in the area of comparative studies, in the tradition of a liberal arts school and in the belief that breadth of knowledge and understanding are more useful at the lower division level than studies in depth.

Many of the students who participate in the *Seven Seas* voyage transfer to Chapman only for the one semester of college work. When they return to their home campuses throughout the country, with fully transferable academic credits, they take back a heightened awareness and enthusiasm for what they have learned of the rest of the world.

The floating campus can provide invaluable aid in the training of elementary and secondary school teachers, who, it is hoped, will participate at the graduate level of the study programs offered on the voyage. If an increasing number of teachers can mix their training with travel, they will return to their classrooms prepared to offer significant knowledge, enrichment, and understanding to their students.

We feel that the Chapman travel program, now necessarily limited to the more affluent students, should be more readily available to qualified students, especially teachers, on the basis of need and probable future service. In short, an enlarged scholarship program must be developed.

It is our hope that the work-study-travel provisions of the proposed legislation that your committee is considering, can be adapted to assist us toward fulfilling this goal.

(Whereupon, at 12:25 p.m., the subcommittee recessed subject to the call of the Chair.)

INTERNATIONAL EDUCATION ACT

MONDAY, SEPTEMBER 19, 1966

U.S. Senate,
Subcommittee on Education of the
Committee on Labor and Public Welfare,
Washington, D.C.

The subcommittee met, pursuant to call, at 9 a.m., in room 4232, New Senate Office Building, Senator Wayne Morse (chairman of the subcommittee) presiding.

Present: Senators Morse, Yarborough, and Clark.

Committee staff present: Stewart E. McClure, chief clerk; Roy H. Millenson, minority clerk; and Charles Lee, professional staff member.

Senator Morse. Let the hearing come to order.

Let the record show that the chairman plans to finish the public hearings on S. 2874 and H.R. 14643 today. I shall hold the hearings in session until a quorum is reached for the meeting of the full Committee on Labor and Public Welfare, sometime after 10 o'clock. I don't know what that time will be, but time is of the essence in getting the agenda of this subcommittee cleared for the full committee and floor action.

I shall endeavor to hold an afternoon session if I can get unanimous consent of the Senate to hold a hearing while the Senate is in session this afternoon. In the event that I do not get consent, I want the staff to take note that this committee will meet for public hearings on the international education bill at 7 p.m. tonight in this room, and we shall meet until the hearings are over.

I close the record today with the understanding that the record may be supplemented up until 5 p.m. Thursday of this week. At 5 p.m. Thursday of this week, the record will be officially closed. I hope to have a meeting of the subcommittee for a markup of this bill on Friday of this week, and I hope that I can get it to the full committee by Monday of next week.

The Chair is now most pleased to present to the subcommittee a statement from the able junior Senator from Nevada, Hon. Howard Cannon.

STATEMENT OF HON. HOWARD W. CANNON, A U.S. SENATOR FROM THE STATE OF NEVADA

Senator Cannon. Eloquent and persuasive testimony has been presented in support of the International Education Act of 1966 to both this distinguished subcommittee and the House Task Force on International Education. The cumulative evidence of this testimony clearly demonstrates the urgent need, in our increasingly interdependent world, for amplifying in quantity and quality both our graduate and undergraduate programs in international studies. Our graduate schools need to produce more highly trained specialists to work with the formulation and execution of our foreign policy and with our technical projects abroad. To eliminate the gap between what the specialists and even academic generalists know and what the public believes and votes on, our undergraduate schools need to produce citizens enlightened by exposure to the international dimension during their college years. As the distinguished Assistant Secretary of State for Educational and Cultural Affairs stated in his testimony on this bill—

> We have long since left the day when foreign policy is a matter for experts alone * * *. It is conducted in the arena of public debate and under conditions in which the electorate, quite properly, is the ultimate sovereign and arbiter. Education in international realities is thus a requirement of educational policy, private or public, local or national.

To the extensive endorsement the bill has thus far received, I add my own endorsement. And I add that of many administrators and faculty members at the University of Nevada in Reno and its regional division, Nevada Southern University in Las Vegas: President Charles Armstrong (Reno); Chancellor N. Edd Miller (Reno); Chancellor Donald C. Moyer (Las Vegas); Dr. Eleanore Bushnell, chairman, department of political science (Reno); Dr. John S. Wright, chairman, division of social science (Las Vegas); Dr. Charles H. Sheldon, director, school of social science (Las Vegas). All have expressed enthusiasm for the bill and its potential benefits to our State university.

CONCERNS ON BILL: A. INSUFFICIENCY OF AUTHORIZATION

In conjunction with my own enthusiasm, however, I wish to express concern about two major facets of this bill; the authorization for fiscal year 1967 and the criteria for selecting applicants. The Higher Education Act of 1965 authorized $55 million for 1 fiscal year exclusively for the purpose of strengthening developing institutions; the applications for funds by more than 300 institutions exceeded the authorization. Obviously, under the bill we are now considering, $10 million for graduate centers and for undergraduate programs will not go far in 1 year for actual programing among hundreds of potential applicants. For this reason, I agree with Secretary Gardner's statement before this subcommittee that the fiscal year 1967 money should be used largely for planning. To those who may argue that $10 million at this time is an inflationary extravagance, I answer that this country cannot afford not to spend this $10 million, which is less than one-sixth of the funds requested this fiscal year for Army missiles alone.

B. CRITERIA FOR PROGRAM SELECTION

Since I am speaking for the University of Nevada, whose greatest need is for developing international studies programs at the undergraduate level, I especially noted section 4 in my study of the bill. This section states that grants to undergraduate schools are to be distributed equitably among the States, with preference given to those institutions most in need of funds for programs and able to show real promise of being able to use these funds effectively.

These criteria seem extremely general. However, such generality may well be necessary to permit flexibility in implementing this act and to avert the need for constant congressional amendment. The focus of international interests will change—hopefully, it will not always be Vietnam. And our colleges and universities must not be relegated to the business of supplying resources and manpower to staff prescribed Government programs: to have the freedom to innovate fresh and imaginative approaches to international areas and issues, they must be unimpeded by Government interference and control. It is therefore undoubtedly wise to refrain from specifying types of programs and rigid guidelines in the legislation and to delegate to the Secretary of Health, Education, and Welfare the establishment of specific selection criteria.

It is my hope that in the selection process serious consideration will be given to colleges and universities which up to now have not done a great deal in international studies, but which do manifest a potential for growth in this area. Since formula allocations and allocation by geographical distribution often tend to work to the disadvantage of smaller institutions in smaller and less densely populated States, I believe that selection on the basis of specific proposals would be an equitable solution to the problem of competitive disadvantage often faced by schools like the University of Nevada.

I reiterate the suggestion of several previous witnesses that to assist with the planning—and perhaps the selection—there should be appointed an advisory committee including experienced and reputable international studies educators and scholars; once the planning is accomplished, the advisory committee might continue to work with the administrative center for education cooperation in the Office of the Secretary of HEW. I also reiterate a suggestion by Chancellor N. Edd Miller:

> If the program is to have any real strength and reflect the needs of universities, there should be this kind of planning. In a planning situation or an advisory situation of this sort, I would make a plea for representation by colleges of about the size of the University of Nevada; that is to say, with enrollments of from 4 to 8 thousand. Too often, advisory committees are made up largely of representatives from the very large universities and, in recent times, of representatives from the very small developing institutions * * * The great middle class is being neglected.

OPPORTUNITY UNDER THE BILL FOR NEVADA INSTITUTIONS

Like many other colleges and universities in "the great middle class," the University of Nevada wishes to strengthen its programs in international studies but simply does not have the funds to do so. The following opportunities provided by the International Education Act of 1966 are therefore particularly attractive to the university's administrators and faculty.

1. Because the emphasis at the University of Nevada and Nevada Southern is on undergraduate training, the International Education Act would have its strongest impact on the undergraduate schools and colleges. However, the university is also trying to expand its graduate training. A master's degree program has been functioning on the Reno campus for many years, in such departments as history, political science, sociology-anthropology, English, modern languages, econom-

ies, business administration, and agronomy. At Reno a strong doctoral program now exists in English, and doctoral programs are being initiated in history and political science. Master's degree programs are now being planned for the Las Vegas campus.

While the university catalog lists a number of courses in the international area, understaffing often creates serious difficulties in getting the courses taught. Language courses are limited to French, German, Spanish, Italian, Latin, and Russian, with the number and scope of courses within a language often being less extensive than the university would like.

The university is therefore eager to devise a coherent program to strengthen its present offerings in international affairs and to add new courses designed to integrate knowledge in various relevant disciplines. Not among the 61 institutions operating NDEA language and area centers, the university is also eager to give great emphasis to expanding its undergraduate and graduate language programs. Such an opportunity is provided by the proposed amendments to title VI of the National Defense Education Act.

2. The university wants to mitigate its comparative isolation from other centers of learning by inviting eminent American and foreign scholars for short periods of residence and/or for series of lectures and seminars, as well as by encouraging faculty and students to travel and study abroad.

Nevada Southern's faculties of political science, history, and education are also enthusiastic about establishing exchanges of teacher trainees and faculty members between the Las Vegas campus and a foreign university. If such a program could involve the "twinning" of Nevada Southern with a school abroad for summer institutes and/or a 1-year program, Nevada Southern stands ready to promote such an affiliation with a Far Eastern, German, or English university.

3. Nevada Southern is interested in initiating an International Studies Center on the Las Vegas campus by establishing a small summer session program of Western European area studies (politics, history, culture, and language, staffed by well-known authorities.

4. Nevada Southern's political science and history faculties are especially interested in setting up summer institutes to retrain social science teachers at all teaching levels in international relations, contemporary history (since 1954), comparative government, specific area studies (such as Africa or the Far East), and international law and organizations. Through tuition grants and scholarships, the university would like to expose these teachers to the tremendous changes that have occurred in their disciplines since they attended college. Having recently taught a summer course in contemporary history to Nevada teachers, Dr. John W. Wright endorses the concept of summer institutes: "I have never taught a course in which the students seemed to work toward satisfying such a deeply felt need and were so pleased with the results of their labor."

The lack of adequate funding for staff and library acquisitions has been an insuperable obstacle to establishing these programs at the University of Nevada. To encourage the achievement of the goals stated in section 2 of the International Education Act of 1966 by my own State university and by colleges and universities throughout our country, I urge favorable action on this important legislation.

Senator MORSE. We now welcome for the record a statement by Senator Moss of Utah. I am sure the subcommittee will give it every consideration.

STATEMENT OF HON. FRANK E. MOSS, A U.S. SENATOR FROM THE STATE OF UTAH

Senator MOSS. Mr. Chairman and members of the subcommittee, I appreciate this opportunity to give you my views on H.R. 14643. I agree wholeheartedly with the bill's objectives. There is one additional feature that I believe would make the bill even more attractive.

NONPROFIT INSTITUTIONAL AID IN BILL

The wording of the bill in its present form would exclude public and private nonprofit educational organizations from full participation in the program. Under the bill the Secretary of Health, Education, and Welfare can include these groups if he believes they will make an "especially significant contribution" to promoting international understanding. It is my belief that we will realize the benefits of this program more fully if the Secretary is given greater flexibility in incorporating nonprofit organizations into this very worthwhile venture.

By using an example, the Foreign Language League Schools, Inc., of Salt Lake City, Utah, I believe I can best illustrate the point I am trying to make. Last year this school sent over 2,000 students to five different European campuses to study the language, history, and culture of Europe. All of the returning participants felt they were better world citizens after their experiences. This type of school exemplifies the standards of the act and does much to promote international understanding.

One additional factor to be considered is the cost of these programs. Last year the Foreign Language League Schools applied to operate an institute and was turned down because they did not qualify as an "institute of higher education." The cost of the Foreign Language League to the Government would have been $250 per participant. The institute that was finally sponsored cost $2,000 per participant.

In order to make this bill most effective we must utilize all the resources we have. The public and private nonprofit organizations have been discriminated against in the past and will continue to be discriminated against if this bill passes in its present form. Giving the Secretary of Health, Education, and Welfare greater flexibility, so that he can consider nonprofit organizations and institutions of higher learning on an equal basis, would be in the best interests of the bill's objectives. Institutions like the Foreign Language League Schools ought to be utilized.

Senator MORSE. We are pleased to present to the subcommittee a statement from a Member of the other House, Representative Robert McClory of the State of Illinois.

STATEMENT OF HON. ROBERT McCLORY, A U.S. REPRESENTATIVE IN CONGRESS FROM THE STATE OF ILLINOIS

PROBLEM OF ADULT ILLITERACY ABROAD

Mr. McCLORY. Let me preface my statement to the subcommittee by stating that my experience with international education has been primarily as a U.S. delegate to the Inter-Parliamentary Union meetings for the last 2½ years. In these meetings with members of Parliament from the nations of Western Europe and those within the Soviet orbit as well as from the developing nations of Asia, Africa, and Central and South America, I came to appreciate the dire need for literacy training in the developing countries. In this hour when we are seeking means for greater international understanding and peace and when our Nation is striving for friendships, particularly among the developing nations, I cannot help but feel that the objective of promoting literacy among the 700 million adult illiterates around the world is of major importance.

Indeed, this was recognized by President Johnson in his historic message on the occasion of the bicentennial celebration of the Smithsonian Institution in September 1965. He stated enthusiastically that "This Nation's dream of a great society does not stop at the water's edge."

His first great recommendation, therefore, was "to assist the education effort of the developing nations and the developing regions." He vowed to establish a task force in which he said that, in addition to Secretary of State Rusk and Secretary of Health, Education, and Welfare Gardner, he would call on leaders of both public and private enterprise to join in mapping the great effort which he there announced.

Thereafter the President did appoint members of a task force. Of the 11 citizens appointed, 8 were administrators or professors of colleges and universities. Another was the president of Education and World Affairs. In my view there was not a single representative from the private sector who possessed credentials which would identify him as an expert or even moderately interested in the subject of world literacy.

Nevertheless, in his remarks on the dedication of the Harry S. Truman Center on January 21, 1966, the President declared that the International Education Act of 1966 which he would soon put before the Congress would "launch a series of projects to attack illiteracy."

In having some knowledge of this subject, as I have indicated, and knowing of the yearning of people in the developing countries for leadership and support from the Congress, I took occasion to outline a statement and recommendations which I presented to the President's Task Force on International Education. I shall leave a copy of those recommendations, which you may wish to include in the record of your hearings, with the committee.

UNESCO PROGRAM

When the President delivered his special message to the Congress on February 2, 1966, he made mention of a number of subjects which were included in his Smithsonian address and referred to some of the items which I had included in my recommendations—particularly the cooperation with UNESCO's world literacy program, the Peace Corps school-to-school program, and some other subjects. However, world literacy had at that time assumed a secondary or even a tertiary role.

That message, of course, made its first reference to strengthening "our capacity for international educational cooperation" and, with one exception, made reference to an entirely internal program in our American educational system. The reference to assisting the progress of education in developing nations was relegated to third place and contained no reference to legislation—and emphasizing primarily an increase in financial foreign aid support. There was, for instance, no reference to the assumption of responsibility for carrying out any of the UNESCO pilot projects nor for the development of similar projects for literacy training in the developing nations. Another exciting and imaginative program looking toward improved educational programs for the developing nations involves the establishment of regional educational centers whereby potential teachers and educators in the developing nations may gather for instruction on how to improve the quality of primary and secondary education in their own countries with emphasis again on instruction in literacy.

It was disappointing that no exciting new programs looking toward helping the 700 million adult illiterates in the developing nations was outlined. Of course, the continuation and even the expansion of foreign aid is of interest to some. However, it is also a source of criticism both here and abroad. The people in the developing nations want something more than American dollars and, in my opinion, they deserve something more than a domestic program of international education such as the subcommittee is considering here.

As the Washington Post said editorially, the title of this bill is somewhat misleading. "It has nothing whatever to do with improving the educational facilities of foreign countries." It is designed solely to promote American understanding of foreign lands. My colleague from Minnesota, Mr. Quie, said this: "Those of you who are disturbed about the President's message on international education feel that this is a way whereby we are going to educate the world. Allay your fears because this has nothing to do with that."

NDEA AMENDMENTS

This legislation is probably unnecessary except with regard to the proposed amendment of the National Defense Education Act to permit expanded language instruction. I would strongly support those provisions as I believe the unanimous House and Senate would. Beyond that, I believe that existing law would permit the programs which this legislation purports to authorize. Certainly the enlargement of areas of international studies in the undergraduate branches of our colleges and universities, as well as graduate centers of international studies, would seem to be possible under the present legislation for higher education. The only reason I can see for this measure is to increase the authorization for higher education through legislation which purports by its title to do something which it does not do and to fulfill promises made by the President to this Nation and to the rest of the world which, indeed, are not fulfilled in any sense by this measure.

The International Education Act of 1966 gives emphasis at this time to a subject of low priority in virtual disregard of a subject of the highest priority—the literacy training of the people of the developing nations.

I urge this committee to rewrite this measure or to table it pending comprehensive legislative and administrative programs for carrying out the great objectives of educational assistance to the needy illiterates of the world—a most noble objective which this Nation should undertake. The cause of long-range international understanding and peace depends upon such a program. This bill does not accomplish that; neither does it tend in that direction. In fact, it may contribute to the delay of achieving the ultimate goal which we should be seeking.

REPORT ON COMMITTEE QUESTIONS OF DEPARTMENTS OF HEALTH, EDUCATION, AND WELFARE AND STATE

Senator MORSE. If I may have the attention of counsel for a minute, it will be recalled that at the last public hearing the chairman in behalf of the committee, as well as Senator Javits of New York and Senator Prouty of Vermont, assigned a few term papers for the work of the Department of Health and Education, and the State Department.

The record shows that speaking for the committee, the chairman pointed out that there was considerable concern within the committee concerning the provisions of the international education bill. It is our opinion that some of the provisions were characterized by ambiguity. The bill lacked definitive language that the committee felt should be written into the bill before we could give it favorable consideration. Therefore, we submitted to the Department of Health, Education, and Welfare and the State Department more than 50 questions, with the request that written answers to those questions for insertion in the record be submitted to the committee.

The questions have been answered. On behalf of my whole committee I express sincere appreciation and thanks to the Department of Health, Education, and Welfare, and the State Department for the detail and the thoroughness with which they answered those questions.

The answers submitted by the Department of Health, Education, and Welfare and the State Department remove a great, great many of the chairman's doubts in regard to this bill. We are going to have further discussions with the officials of the Department of Health, Education, and Welfare and the State Department in regard to the few items that in my judgment can be further clarified and will strengthen the bill and strengthen my hand when on the floor of the Senate I have the responsibility of managing the bill. But, certainly the bill is in a much stronger position this morning than it was at the last public hearing of this subcommittee, because at the last public hearing of this subcommittee, in my judgment, on the basis of the record that had been made up to that date, this bill had very little chance of getting out of this committee, and I regretted it as I expressed at the time, because I yield to no one in my ardent belief that the objectives of the bill are essential to the welfare of this country and the world.

We will insert in the record at this point the questions and answers—the questions submitted by the subcommittee and the answers submitted to the subcommittee by the Department of Health, Education, and Welfare and the State Department. And, once again, I want to say that I think this is a further demonstration of the wisdom of this committee in conducting these hearings on a seminar basis, whereby we sit down as learners together in trying to make a record for the public, based upon the facts as they are presented in a bill as important as this.

(The questions and answers referred to may be found on pp. 167, 207.)

Senator MORSE. We now proceed with the witnesses this morning. The first witness is Dr. Stephen Bailey, chairman, Commission on International Education, ACE, and the dean of the Maxwell Graduate School, Syracuse University, Syracuse, N.Y.; and Dr. Samuel P. Hayes, president of the Foreign Policy Association; Dr. James P. Dixon, chairman and president, Antioch College, Yellow Springs, Ohio; Dr. Richard H. Logsdon, director, Columbia University Libraries, New York, N.Y.; and Dr. William Warner, director, Office of International Activities, Smithsonian Institution.

I want to say to you gentlemen, if you will come forward, that I appreciate the help that you are about to give us. Mr. Lee says that you are going to testify individually rather than as a panel, and that is perfectly satisfactory to me.

Dr. Bailey, this isn't the first time you have contributed to the education of this subcommittee and we are glad to have you. Will you come forward?

STATEMENT OF DR. STEPHEN K. BAILEY, CHAIRMAN, COMMISSION ON INTERNATIONAL EDUCATION OF THE AMERICAN COUNCIL ON EDUCATION (ACE), AND DEAN OF THE MAXWELL GRADUATE SCHOOL OF CITIZENSHIP AND PUBLIC AFFAIRS, SYRACUSE UNIVERSITY, SYRACUSE, N.Y.

Dr. BAILEY. Mr. Chairman, my name is Stephen K. Bailey. I am dean of the Maxwell Graduate School of Citizenship and Public Affairs, Syracuse University, and chairman of the Commission on International Education of the American Council on Education. Today I am representing the American Council on Education, the Association of American Colleges, the Association of State Colleges and Universities, and the National Association of State Universities and Land-Grant Colleges.

Mr. Chairman, in view of the limited time which your subcommittee has, I would like to request that my full statement be inserted in the record. I would like, if it meets with your approval, simply to summarize in 3 or 4 minutes the major points I am attempting to make.

Senator MORSE. We would appreciate that very much, Dr. Bailey. Your entire statement will be inserted in the record at this time and you may summarize it.

(The prepared statement of Dr. Bailey follows:)

PREPARED STATEMENT OF STEPHEN K. BAILEY, DEAN, MAXWELL GRADUATE SCHOOL OF CITIZENSHIP AND PUBLIC AFFAIRS, SYRACUSE UNIVERSITY, SYRACUSE, N.Y.

Mr. Chairman, and members of the Subcommittee, my name is Stephen K. Bailey. I am dean of the Maxwell Graduate School of Citizenship and Public Affairs, Syracuse University, and chairman of the Commission on International Education of the American Council on Education. I am pleased to appear before you in support of S. 2874 and H.R. 14643, the International Education Act of 1966, representing the American Council on Education, the Association of American Colleges, the Association of State Colleges and Universities, and the National Association of State Universities and Land-Grant Colleges.

The membership of the American Council on Education includes 1,208 colleges and universities, 184 nonprofit educational organizations, and 50 nonmember affiliates. The Association of American Colleges represents 873 colleges and universities chiefly concerned with undergraduate education. The Association of State Colleges and Universities includes 198 member institutions. The National Association of State Universities and Land-Grant Colleges includes within its membership the 97 land-grant colleges and state universities.

My testimony on the International Education Act of 1966 need not be extended. The academic community supports it. It is sound and far-reaching legislation. The Act is comprehensive in purpose, yet simply and unambiguously drawn. It aims to improve the education of our own people, in respect to their fundamental knowledge about other peoples and nations. This knowledge is of critical importance to all Americans in the years ahead.

These are the basic objectvies of this legislation, as we understand them. They are heartily endorsed by the academic community. But, the means it embraces are, as well most encouraging to us.

The Act proposes to strengthen and support the educational instrument in the United States. It proposes to do so in long-range developmental terms. These are terms congenial, indeed indispensable, to the careful planning of any educational enterprise. We, therefore, applaud the wisdom of the framers of the Act—in recognizing that education is a process, only slowly to be matured, built up over a long period of time, depending upon competent planning ahead, and depending upon consistent and adequate support.

I speak, of course, from the bias of the academic community. But, I know that others join with the educators in strongly endorsing the conception that education is a central hope in the struggle for world stability and peace. Last February, indeed, the President pointed out, "Ideas, not armaments, will shape our lasting prospects for peace." We in the colleges and universities concur, and ideas are the business of education.

The Congress has itself testified to the same point, in authorizing antecedents of this legislation. For twenty years we have fostered international understanding in the Fulbright exchanges. These are happily being acknowledged in this anniversary year. For nearly as long a period we have extended American educational assistance to other lands, to help promote their stability and growth through human resource development. Now, we propose to enhance through this Act the literacy of Americans concerning the world around them. The academic community believes this legislation comes of a consistent lineage, that the intent of Congress is clear.

Having said that the purposes of this Act receive our enthusiastic endorsement and that the means chosen to further those purposes seem to us in the colleges and universities far-sighted, let me pass to more particular observations.

If I may paraphrase testimony I gave last April before the Task Force of the House Committee on Education and Labor, I would stress that this is not a "benefit the universities" act, although it will clearly benefit them. It is, rather, a "benefit the nation" act, since it will enable academic institutions to shoulder more competently than ever before a fundamental responsibility to our people. This legislation seeks to remedy two interrelated educational deficiencies: the comparative ignorance of most Americans about the world around them, and the shortage of manpower competent to work in the international context—whether as government officers, business men, or academicians.

With all of our undoubted national strengths, responsibilities, and even relative sophistication, we are only slowly coming to recognize how little we really know particularly about the "non-Western" two-thirds of mankind. Yet, this is the volatile two-thirds, the peoples of present disadvantage but of rising expectation.

We are less ignorant about these peoples than we used to be, in part because of the educational channels of communication we have established with them over the past two decades. In providing educational assistance to their societies we have learned a good deal about the problems and aspirations which motivate them. But, we don't know anything like enough, and what we do know as a result of our experience with development assistance abroad has been focused in our higher education system at relatively few points—chiefly in the large universities which have worked most extensively in the overseas development assistance programs.

The federal support authorized in Section 3 and 4 of this Act takes account of our very great need to be more literate about these developing societies. Its specific purpose is to enable institutions generally to strengthen their international research, teaching and curricula, especially in the "non-Western" areas.

In providing support both at the undergraduate and graduate levels, the Act wisely treats higher education as an articulated whole. With more and more of our people being educated at least through the baccalaureate, and with an increasing percentage of undergraduates, going on to post-graduate work, the authorizations at both levels are of critical importance.

For many of our citizens, formal education ends with the bachelor's degree. Education's best chance to help these Americans understand their complex world exists at the undergraduate level. A great many, however, go on—for training in the professional schools of education, law, medicine, business and public administration, agriculture and engineering, as well as doctoral work in the sciences, social sciences, and humanities. The university faces a continuing responsibility for the cultural literacy of these people as well. This is particularly true in view of the almost insatiable need of our government, the United Nations, and the emerging nations for qualified professionals in almost every field of knowledge who can make constructive and sensitive contributions to international development, and thus to world stability. In terms either of general or professional education at every level of higher education, the support provided in this Act will enable our institutions to break through past parochialisms. If we are to progress as a major and responsible world power, this breakthrough must be achieved. And this, I take it, is the major thrust of the International Education Act of 1966.

Although speaking principally to the undergraduate college in its statement on *Non-Western Studies in the Liberal Arts College*, the Association of American Colleges two years ago pointed to an urgency in the need for support which is applicable at both the undergraduate and graduate levels. The Association's report stated, "* * * the majority of colleges are at least aware of the challenge presented by non-Western study. A sizable minority have already responded to this challenge. Others seem anxious to do so. But, if progress is to continue, help is needed—for students, for faculty and for libraries—and it is needed now when the critical step has been taken and the will to go forward is strong."

In the hearings before the House Task Force last April, Chancellor John T. Caldwell, North Carolina State University at Raleigh, testifying in behalf of the National Association of State Universities and Land-Grant Colleges and the Association of State Colleges and Universities, stressed a point of equal importance. He said at that time: "May I emphasize that it is important to interpret both Sections 3 and 4 of the proposed Act so as to assure opportunity for full involvement of students in all disciplines of the college or university.

"The student of tomorrow will have an increasing impact on world affairs and on cultural and professional development regardless of whether his major area of university study is in agriculture, engineering, law, or a specific discipline within the social sciences or the liberal arts. The university has a heavy responsibility to provide appropriate international education for these diverse scholars."

Both of these emphases—upon non-Western studies, and upon the total involvement of students—seem to me to strike right to the core of this Act's justification.

We in the academic community, then, assume that this legislation supports a concept which we have come to regard as vital. It is that the fostering of literacy in international matters is a central, not peripheral, responsibility of every academic institution—large or small. We shall meet the challenge in the Act to plan ahead across all the disciplines and levels of higher learning. We see in it as much opportunity for developing the international concerns of the small liberal arts college as for the great university. We welcome the opportunity it affords to broaden and enrich curricula, to underwrite needed research, to sponsor needed travel, to strengthen language and area programs. All of these authorities will enable the individual colleges and universities better to prepare our people for the major role they will carry in the world for a very long time to come.

We also are particularly pleased with the flexibilities in the Act's authorizations. We believe that they will permit us more effectively to tackle problems which have thus far hampered our progress. Smaller institutions, for example, can hardly hope to build resources adequate to all the tasks they should shoulder in this area. The Act, I take it, permits grants to groups of such institutions so that they can pool their resources and build combined strengths. Other non-profit organizations and entities capable of making contributions to international education may also receive grants under this legislation. All institutions, large and small, are encouraged to develop new approaches to fulfilling the purposes of this Act. We believe these are imaginative provisions.

With the large and important tasks of this legislation in view, we in the academic community have had to ask ourselves about the levels of funding required. As this Subcommittee is aware, witness after witness before the House Task Force testified that the levels of support proposed did not comport with the job to be done. I myself was one such witness. But, evaluating the authorizations in the House Bill, as passed, against the needs of approximately 2,000 colleges and universities, I am impressed that much more precise "costing" must be undertaken than has yet been possible. We in the American Council on Education are now running some preliminary test-checks in representative institutions precisely to enable us to make more firm estimates on this point, and to share what wisdom we can derive from this exercise with our government colleagues who will administer the Act.

On principle, however, I am convinced (as I previously testified) that a nation which does not strain at spending $100 million for a single cyclotron should perhaps take a larger view than the House Bill allows of what it should cost to build up a true international competence throughout American higher education. We must keep in mind that many institutions which it is the purpose of this legislation to assist will be "starting from scratch" or nearly so. Others will be far advanced in their experience and in their programming. These, and all others in the spectrum in between, merit support if their long-range sights can be competently set.

In these circumstances, we believe it sensible to regard the existing authorizations primarily as *planning* funds. Wise administration by the new Center for Educational Cooperation, at least for the first year or so, could concentrate on allocating planning grants to all types of institutions prepared to develop truly long-range international programs. As such planning takes concrete form, I am confident that we can extrapolate overall national funding needs on a more adequate basis; and the Congress could be advised with greater assurance than is now possible of the levels required to give full force and effect to this legislation.

One of the strongest features of this Act is its proposed five year authorization. We in the institutions regard this as an absolutely fundamental step forward.

We are, of course, fully aware of the responsibilities of the Congress in the annual review of appropriations. As I am sure this Committee appreciates, however, careful planning and development of educational programs depends upon a continuity difficult to reconcile with short-term funding. The five year authorization seems to us a workable compromise in this dilemma. It permits institutions to plan ahead in the only way they can. It retains in Congress the responsible control of federal funding, permitting review by the legislative committee having jurisdiction of the results of the program at the end of a reasonable initial period. We firmly believe that both the Congress and the institutions will find this system workable and more efficient than the short-term authorization pattern.

My emphasis upon the long-range development of this support program suggests that I comment briefly on another matter. It is a source of concern to some that educational planning in the national interest has brought about an increasing interdependence between government and the academic community. This inter-dependence is an obvious fact, as much far-seeing legislation of the past several years amply testifies. Steadily mounting government support for education has resulted.

There are those who fear that this relationship—of government dependence on colleges and universities for tasks only they can do, of institutional dependence upon government for indispensable financing—will dictate the functions and values of the academic community, leaving it prey to federal control. I am not myself overly concerned, and I am glad to see that the Act takes this problem into account.

It would be naive to assert that no federal officials have ever attempted to "control" the programs of institutions underwritten with federal funds, and equally unrealistic to assume that no colleges or universities have cut their suits to fit the federal cloth. I think it much more significant that, on the whole, the record for integrity and sensitivity to the issue has been remarkably good on both sides. I am glad that this is so, for I am certain that the mutual dependence will increase in future.

What this Act seems to be to reflect is an unusual coincidence of government and educational interest. The chances of either partner seriously challenging the autonomy of the other appear to me minimal. We have here a governmental proposal to strengthen the educational process at a point long regarded by educators as essential. The Act proposes to do so in terms which educators will define and control. A promising congruity between the national and the educational interest marks this legislation.

In summary, the impression I should like to leave with you is this. We in the academic community believe the purposes and provisions of the International Education Act of 1966 are sound and very clearly in the public interest. We stand ready to cooperate wholeheartedly in furthering those purposes. We are prepared to do so not simply because government asks us to, although this is no small consideration, but because we believe the purposes of this Act are basic to our own educational responsibilities. We are convinced that there is reflected here a genuine coincidence of interest. We look forward to the enactment of this legislation as one more evidence of Congress' enlightened conception of the vital stake this nation has in international education.

Senator MORSE. Dr. Bailey, I feel I should apologize to you and the other witnesses, but I have no choice but to follow this procedure in limiting the testimony. After all, I thought we ought to demonstrate to you gentlemen and to the country that the members of this subcommittee are not nonreaders.

Sometimes I get a little suspicious that I belong to a great society of nonreaders called the Congress of the United States, but this subcommittee at least is an exception. You may be sure that not only the members of the subcommittee will read every word that you have in your statement, but these assistants of mine will testify, I make them earn their money. They are not only going to have to read it but submit to us a detailed analysis of the testimony of every witness before the subcommittee.

So, I want to thank you for this cooperation. Your statement is now in the record and you may summarize it.

Dr. BAILEY. Thank you, Mr. Chairman. Essentially, the statement does three things. It first endorses wholeheartedly the basic principles of the bill, recognizing that this is and represents an investment in the institutional strength of American colleges and universities in a most important area.

Second, it recognizes that education can be over the long run an instrument of dynamic stability in the world society, that ultimately the capacity of our country to understand the rest of the world and to provide knowledge, scholarship, students and citizens who are sensitive to these extremely important issues, will help in developing options to war, will help in developing the type of international cooperation which must be the base of any peaceful world.

Third, the bill recognizes that education is a long process. It is not something you can turn on today and turn off tomorrow, so that we are particularly happy about the 5-year authorization provision.

ACADEMIC CONTROL OF PROGRAM

Education, as you know, sir, from your past career as a dean, involves a long period of gestation, planning for the hiring of people, for the development of library resources, for the training and cultivation of the human mind. And under this general matter of principles, we are pleased to see the strong affirmation that the educational institutions themselves essentially will control the operations of scholarship and research in a cooperative relationship with the Federal Government, but with guarantees for our academic freedom and our independence.

The second general point made in our prepared testimony is that we are happy about the broad coverage and the flexibility of the bill, the fact that it deals not only with graduate institutions but undergraduate institutions, that it is concerned not only with research at home but with travel abroad, that it extends and liberalizes the language and area training provisions of the National Defense Education Act, and that all types of institutions, including professional associations related to international education are brought within the purview of the bill's provisions.

NEED FOR CAREFUL PLANNING

The third point we make is a point we stressed in our testimony before the House committee last spring, and that is that whatever the existing fiscal strictures, and we recognize them as serious, and whatever the need for initial planning and very careful planning in developing the program and the guidelines for this act, the long-range financial claim upon the Federal Government is bound to be far more significant than, at least, was presented by the administration last spring.

We are happy to see the adjustments made by the House in its action on the bill, and we are hopeful that there will be an extrapolation of those predictions and authorizations into the future so that we can take account of the tremendous burden which higher education is presently carrying, and the need for very substantial Federal support to help in this endeavor.

Mr. Chairman, that concludes my summary, and I shall be glad to answer any questions I can.

Senator MORSE. Dr. Bailey, I appreciate very much the three points that you have made. As far as your other observations, this bill ran into difficulty with this committee prior to the clarifying statements of the departments, and on various grounds. But one was that some of us felt, and I think it would have given great difficulty to the bill were it not cleared up, that there was an administrative authority retained in the bill that in our judgment would impinge upon the independence of the institutions of higher education to direct this program under the objectives of the bill. It is our view that they and they alone are best qualified to direct and control the program.

FEDERAL CONTROL

As you know, I have been one of the spokesmen for both the Kennedy and the Johnson administrations in regard to educational legislation, assuring the American people that the Federal Government is assuming its share of the responsibility to help meet the educational crisis, would not lead to any Federal direction or control of the educational processes of this country at any level, higher education or elementary or secondary.

We have succeeded remarkably well in laying to rest the old scarecrow argument that the Federal Government cannot participate in assisting the educational processes of this country without its leading to Federal Government domination of education.

I have never feared it, and I continue not to fear it, provided we so word the legislation that we pass as to provide in fact for autonomous control at the institutional levels. I think we will have that guarantee retained in this bill when we finally pass it in the Senate and in the Congress. But I am very glad that in your very first point this morning you yourself mentioned this matter of maintaining the independence of the institutions in the academic world.

I have said so many times, both in hearings and in executive sessions of this subcommittee, we don't have to worry about our institutions of higher learning. They are available to the Government and to the people of this country to develop a sound educational program, if you will give them the assistance so that they can, and I think we need to be very careful in this bill as well as in the higher education bill and the elementary-secondary bill, to see to it that the jurisdiction of the Department of Health, Education, and Welfare, and in connection with this bill also the State Department, does not involve a determination in any respect of educational policy.

I think educational policy has to be determined outside of the Federal Government, and the Federal Government should come to the assistance financially, to provide our educational institutions with the wherewithal with which they can develop educational programs, purchase equipment, and participate in the formulation of governmental procedures and policies respecting education.

You will see, when you read the answers that we have obtained from the administration, that there is no quarrel with me on that major point. There hadn't better be, because I will not support any legislation that violates it.

On the other hand the institutions of higher learning have a trust to see to it that our hands are strengthened when we argue for such legislation. There should be no reason for the taxpayers to have any doubt that you are going to come forward both with an educational program that is desirable and also with a fiscal policy that will give the taxpayers the assurance that they are not wasting their money.

ACADEMIC FREEDOM

I think this first point that you make is of great importance. I think very clearly your statement also covered the next point that I want to mention. This bill was in great difficulty in our subcommittee because we felt that it needed to clarify it in regard to protection of what I call true academic freedom, and that is the freedom of the educators of this country and the institutions of learning of this country to pursue the truth and the facts wherever the truth and the facts lead.

As you know, there has been very great concern developed among us concerning a trend in recent years between the Federal Government and the institutions of higher learning or some of the professors and some of the administrators of those institutions as to whether or not true academic freedom has been protected.

We have been very greatly concerned about the disclosures of CIA contracts and Defense contracts and State Department contracts which seem to indicate that the contracts are based upon getting institutions of higher learning through their faculties to pursue a point of view.

We are not interested in such points of view. We are not interested in appropriating taxpayers' money to pursue a point of view. We think that to do so creates a tainted program and has had a very deleterious effect on the institutions of higher learning in this country. I think all institutions suffered from it. It is the old story that one rotten apple in a barrel sooner or later infects the whole barrel.

You are going to be pleased I think with the assurance that we get in the answers to these very pointed questions. I would have fought this bill to a finish, and I wouldn't have been alone. There would have been no international education bill, if we couldn't get this matter cleared up. It is more important to the people of this country that we keep the institutions of higher learning intellectually pure than to keep them well financed. That is to put it bluntly.

I interpret your remarks to imply at least that you are satisfied that the bill, if we pass it, I am sure it will be strengthened with the answers. The bill, if we pass it, in no way is going to interfere with true academic freedom on the campuses of this country. The real academic freedom—although it is related to the relationships with professors—the real academic freedom is whether or not an institution is free to search out the truth and report the truth as it finds it and follow where those facts lead.

I sit before you this morning a much happier person than I was the last time I presided over this hearing. Then I was greatly concerned with whether or not the international education bill, as it had been interpreted by some, was a bill which would make it more possible for the Federal Government entering into contracts, in secret fashion, through the CIA and the Defense Department and the institutions to produce research reports that are really the reports of hired academic men to propagandize a point of view.

That should have no place in the academic life of this country. It has no place in any institution of learning in this country, and no institution of learning will ever get my vote for the support of that kind of a program. We can cut it off at the roots as far as I have anything to say about it, if there is even a semblance of that kind of what I have on other occasions called academic propaganda.

I am proud to say that I haven't met with a single academic person who hasn't agreed that there must be no doubt about the fact that this is pure education we are supporting and not propagandized education.

PORTLAND, OREG., MEETING

A week ago Friday night I met on a panel in Portland, Oreg., with a group of college presidents and deans, and they took exactly the same position and gave me assurance that with their study of the objectives of this bill, particularly with the answers from the Department of Health, Education, and Welfare, and the State Department, which I had with me, and from which I quoted at great length as my contribution to the panel, left no room for doubt that we could all go ahead and enthusiastically support this bill and have no more concern about whether or not the institutions were going to remain free.

I have made that little speech because I have been misunderstood by some academic people as to why I was opposing the international education bill in its original form, why I said I thought it would be well to let it go over until January. I hope now we can get it out before we adjourn, if a sine die adjournment is prior to the election. I shall do everything I can to get it out. It may very well be that we will get it out after the election if it is decided to have an earlier adjournment than has been heretofore discussed, and come back, as I think under those circumstances we should immediately after the election.

But I thought you ought to know what my position has been as chairman of this subcommittee. I was not acting alone. I was acting with the majority support of my subcommittee.

One other point. I think, Mr. Lee, it is very important that Dr. Bailey and all the other witnesses here this morning have made available to them at the earliest moment the full record that we are making here today. Although I have to close the record on Thursday, if we are ever going to get on with this, it does not mean, Dr. Bailey, that you are not free to submit to me any additional memorandum you want before we get this bill to the floor of the Senate that I can use on the floor of the Senate, if there should develop any attacks on this bill from any quarter.

We need the help of all of you to meet any criticism that may be directed toward this bill, if we do not succeed in putting into the record before we close it adequate answers to any criticism.

Dr. BAILEY. Mr. Chairman, I appreciate this, and we stand ready to be of any possible help we can be to you. I would like simply to express personally and as a representative of Syracuse University and of the American Council on Education and the other associations listed our very warm appreciation not only for your support of academic freedom in this particular context, but for a consistency of personal record, sir, over the years on this subject by the chairman.

FUNDING OF PROGRAM

Senator MORSE. You are very kind. One question asked through me by Mr. Lee, counsel to the committee. The House act provides funds for only 3 years. Is your statement on page 7 directed to urging that we put in dollar amounts for the fourth and fifth years?

Dr. BAILEY. Yes, sir. I would like very much to have dollar amounts for the fourth and fifth years.

Senator MORSE. I think we are going to have to do that, Dr. Bailey, in order to avoid—and I think it is a sound objection—in order to avoid the objection that always develops in the House, and among many of us in the Senate as far as open ended authorizations are concerned. I think we ought to tie it down to specific amounts.

In the Senate bill, 1970, we have a total of $151 million, in 1971 we have $211 million, and I think we ought to put it in at least for conference purposes. That will get us into agreement with the House in their general opposition to open ended authorization. They may not agree with our amount. We may have to do some bargaining on that.

Dr. BAILEY. Yes, sir.

Senator MORSE. Although I do not think we in any way are putting in an amount too large.

Anything further, Mr. Lee? I want you to feel free—Senator Javits couldn't be here this morning but his assistant is here. I want you to feel free, you don't have to go through me if some question comes to your mind, you can ask it in behalf of Senator Javits.

Thank you very much.

Dr. BAILEY. Thank you very much, Mr. Chairman.

Senator MORSE. The next witness will be Samuel P. Hayes, president of the Foreign Policy Association. We are very glad to have you. May I thank you in behalf of my subcommittee for the help that the Foreign Policy Association has been to us.

You may proceed in your own way.

STATEMENT OF DR. SAMUEL P. HAYES, PRESIDENT, FOREIGN POLICY ASSOCIATION, NEW YORK, N.Y.

Dr. HAYES. Thank you, Mr. Chairman. I am most appreciative of the opportunity of being here to testify on this very important legislation.

You may know that as an organization we don't take positions on issues or on legislation. I am, therefore, appearing in my personal capacity as an expert in this field. I have submitted a statement for the subcommittee and will follow Dean Bailey's precedent in not reading the statement to you. I would like to summarize it, if I may.

Senator MORSE. President Hayes, your entire statement will be printed in the record at this point, and you may summarize it in your own way.

(The prepared statement of Dr. Hayes follows:)

PREPARED STATEMENT OF SAMUEL P. HAYES, PRESIDENT, FOREIGN POLICY ASSOCIATION, NEW YORK, N.Y.

I am Samuel P. Hayes, President of the Foreign Policy Association. As you may know, the Foreign Policy Association is a non-partisan, non-profit, educational organization, privately supported by foundations, corporations and individuals. We operate as a central source of information, consultation, and materials on world affairs education. We work through existing organizations or institutions which share our interests. These include secondary schools, the extension services of universities, and voluntary adult educational groups concerned with world affairs. Our relationship with these allies is that of a catalyst and consultant, attempting to focus their attention on the needs and opportunities for world affairs education and then helping them develop educational programs.

The views I am presenting are my own rather than those of the Foreign Policy Association as a corporate body. But, of course, these views grow in major part out of the work of the FPA, which has been engaged in world affairs education for almost 50 years. They also grow out of my own earlier experience in research and teaching about public opinion, my service in international agencies of the Federal Government, and my experience as Professor of Economics and Director of the Center for Research on Economic Development at the University of Michigan.

It is a privilege to have the opportunity to present to this Committee views on matters so important to this country. America's role in the world and its world interests make it imperative that greater attention be given to the study of international affairs at all levels of American education—elementary and secondary schools, colleges, graduate schools, and in adult education—if we are to meet the challenges confronting us in the world. I welcome this opportunity to present my views on critical needs for certain types of international education.

I would like to direct the committee's attention to two needs, both of which I believe are of great importance, and neither of which, it seems to me, is covered in the present bill with sufficient specificity. These needs are: first, the need for better preparation of secondary school teachers to deal with international affairs; and second, the need for continuing education on international affairs for adult opinion leaders.

TEACHER PREPARATION

The critical problem of teacher education itself has two aspects: first, the need for better preparation of the teachers now being trained in our colleges, and second, better preparation for those teachers already in service in our secondary schools.

During the past few years we in FPA have discussed the problem of world affairs education with teachers, social studies supervisors, and school administrators in many parts of the country. These conversations, plus the very considerable number of requests we receive from schools for assistance, strengthen our conviction that a major portion of the social studies teachers in secondary schools today have not had the opportunity for sufficient study of international affairs to be able to teach this important subject matter effectively in the classroom.

Even today, although improvement is being made, most social studies teachers being graduated from teacher training institutions have not had an opportunity to acquire an adequate background in international affairs.

In my view, this need deserves a more direct approach than appears to be taken by the International Education Act as passed by the House.

Teacher education or training is not mentioned specifically in the Act but, of course, may be included under the reference to "professional and other fields of study." There is also a reference to it in the House Committee's Report accompanying the bill. I believe that improvement of teacher training in international affairs is sufficiently critical to warrant specific mention in the Act or, at a minimum, an indication in the Senate Committee's Report on the Act that a major purpose of the newly authorized support for graduate and undergraduate education is the better preparation of teachers for secondary schools.

It cannot be assumed that the Act's present provisions for strengthening the graduate training of scholars and specialists or the new program to increase the emphasis on international affairs in the undergraduate curriculum will automatically provide better teacher training. I stress this because, with a few exceptions, there is little tradition in American education of cross fertilization between schools of education on the one hand and the academic disciplines that make up international studies on the other. Support for the latter gives little assurance that the former will benefit.

The second aspect of the teacher-training problem I would like to stress concerns the estimated 100,000 teachers of social studies who are already teaching in the U.S. secondary schools. Most of these have never had the opportunity to study international affairs in any systematic fashion in their undergraduate training. Because perhaps half of our present high school population will not go on to college, we believe it is especially important to provide their present teachers with greatly expanded opportunity for in-service training in international affairs. Unless the teaching improves, most future citizens will continue to lack any adequate introduction to world affairs.

It might be argued that sufficient opportunities for teacher training in international affairs are now available through NDEA summer institutes, because those in history, economics or civics may include materials on international affairs. However, in practice the attention given to international affairs in the NDEA summer institutes appears to be small. I believe that the addition in the new legislation of specific authorization for institutes in international affairs would attract the interest and attention of professors of international relations. By and large, such professors have not been actively involved in institutes on history, civics or economics.

Additional emphasis on in-service teacher training in the language of the bill or of the Committee's Report would also serve to encourage institutions applying for support for Centers for Advanced International Studies to consider the holding of teacher institutes as an integral part of their overall international affairs activities.

CONTINUING EDUCATION

The second great area of need I would like to discuss is continuing education for adults. Our nearly 50 years of experience in the field of adult education leads us to believe there is a critical need for a broad scale and intensive program of education in international affairs directed to adult opinion leaders. I am not referring here to national personalities and VIP's, but to leadership at the community level, including clergymen, civic leaders, editors and commentators on radio, TV and in the press, businessmen and bankers, union officials, farm leaders, State and local goverment officials, and educators at all levels. Still another important group comprises those who plan informal educational programs in world affairs carried on by voluntary organizations across the country—by women's groups, business and labor organizations, civic clubs, world affairs councils, and church groups. One of the important ways in which members of the larger public develop their ideas is by personal interaction with such "opinion leaders".

Even though a great many of these opinion leaders have completed college and often graduate or professional studies as well, few have obtained much formal education in international affairs, and even the little they have obtained is now largely out-of date. In international affairs, continuing education is even more necessary than in many other fields of knowledge.

Continuing education in world affairs for adults has been given no specific attention in the education legislation enacted by Congress to date, so far as I know. I would suggest that colleges and universities engaged in extension work, as well as other educational organizations, be encouraged to undertake or expand continuing education in international affairs.

The importance of continuing education is recognized in Title I of the Higher Education Act of 1965, but this legislation appears to be focused sharply on activities directed toward the solution of community problems. Relatively few international affairs topics seem to me to fall in this category.

It should be borne in mind that most of those to whom I have referred as opinion leaders have little interest in obtaining more academic credits; for the most part their needs for continuing education are best met through short courses, institutes, conferences, and seminars rather than more traditional credit courses.

In summary, I feel that there are two major areas in international education that need attention and stimulus, namely, teacher education and continuing education for adults. I urge the Committee to consider carefully, first—the need to strengthen the capacity for international studies of the some 750 teacher training institutions in the United States; second—the needs of almost 100,000 social studies teachers now serving in our secondary schools, for training which will permit them to teach international affairs effectively; and third—the desirability of providing key members of our society greater opportunities for continuing education in international affairs.

Thank you again, Mr. Chairman, for the opportunity of testifying before this distinguished committee on this very important bill.

Dr. HAYES. The bill as we have read it appears to be primarily concerned with two major groups, graduate students and undergraduate students, and we have a particular interest in two target groups within the population which we feel are not pointed up as specifically as might be done in the bill, particularly in view of their critical importance in the process of building an informed public opinion.

TEACHER PREPARATION

I am speaking of two groups here, first, teachers in secondary schools, and second, a sector of the general adult population which we characterize as "opinion leaders." I don't very much like the term, but here I am referring to such people as ministers, educators, people in press, TV, radio, farm leaders, union leaders, business leaders, and so on, in the adult population, most adults, after all, are generally very much undereducated in the field of international affairs, and if educated at all they are out of date in their understanding of this general subject.

With respect to teachers, there are first the teachers in service now, who in most cases have not had an opportunity to study foreign affairs. We are hoping that there will be a great increase and a great improvement in the teaching of foreign affairs in the secondary schools, and yet the teachers themselves are not qualified in most cases to use the materials, to introduce the new programs, to be effective teachers of international affairs. So, we see a great need for support of inservice training, perhaps in the form of summer institutes, perhaps in other forms, but a special emphasis on teacher training for teachers already in the secondary schools.

Second, those teachers who are currently studying in teachers colleges have very little in the way of foreign affairs teaching and instruction available to them. There are very few professors of international affairs in teacher education institutions. There is ordinarily relatively little interaction between the school of education and departments of political science or other departments in a university where international affairs are important.

I might say in this connection that an important exception to this is the University of Oregon, where there is good interchange between the school of education and John Gange and his Institute of International Studies and Overseas Administration. There are some other exceptions too, but generally schools of education have nothing to do with the departments which handle international affairs. We would like to see some provision for stimulating the quality and quantity of teaching of international affairs in the teacher education institutions themselves.

Thus there are the two levels of teacher education, first, inservice training and, second, in the institutions themselves that are graduating teachers year by year. Both levels need attention in this new program.

Senator MORSE. Naturally, President Hayes, I am pleased to hear this reference to the University of Oregon. I was not aware of this particular cooperative program which Dr. Gange is carrying out with the School of Education, but I am aware of his directorship of our foreign policy program on the campus. He was one of the men at the seminar, the panel discussion, that I talked about, whom I talked to on Friday night. I shall be delighted to call his attention to these very favorable comments in the record. He, like the rest of us, is human enough to appreciate it.

ADULT EDUCATION

Dr. HAYES. The second major grouping which I have referred to are the opinion leaders. The techniques of reaching them and the institutions for reaching them generally fall in what we call continuing education or adult education. This is a kind of education to which, as we read the record in the testimony before the House and the Senate, the present bill give relatively little attention. We would stress the desirability of making it clear, either in the legislative record or in the legislation itself, that education doesn't end with undergraduate education or with graduate education of specialists, but goes on, needs to go on through life—especially in a field like foreign affairs, which changes from year to year and where one's knowledge quickly gets out of date.

We would like to see provisions made and emphasis given to support for extension work by the universities and similar continuing education activities by other kinds of organizations, which can reach this sector of the general public and keep on reaching them long after they have left an institution of formal education.

These two major groups are similar in that each has a great multiplier effect, a great leverage. If one reaches teachers, they then reach hundreds and thousands of students, each one. If one reaches opinion leaders, we know that the process of formation and development of public opinion goes on through the interaction of the general public with opinion leaders, who themselves reach hundreds and thousands of people, each one. So these two groups we see as particularly important for the committee's objective of bringing about a broader understanding by our citizenry of the significant characteristics of international affairs and the U.S. role and interest in the world.

Senator MORSE. I thank you very much. I will not take the time to discuss it with you now. I did ask a series of questions of the Department on most of the points you have raised in your testimony. I think you will be pleased as I am with the answers, and I suggest that when they are available for reading you will find them very interesting. I suggest if you have anything further to say after you read the Department's answers that you will give us a supplementary memorandum.

Thank you very much, indeed.

Dr. HAYES. Thank you.

(The following material was subsequently supplied for the record:)

FOREIGN POLICY ASSOCIATION,
New York, N.Y., September 19, 1966.

Senator WAYNE MORSE,
Chairman, Subcommittee on Education, Committee on Labor and Public Welfare, U.S. Senate, Washington, D.C.

DEAR SENATOR MORSE: Thank you again for the opportunity of testifying before your Committee today, on the International Education Act of 1966. It is a very important measure, and I hope that the Senate will act favorably on it.

Mr. Lee was kind enough to show me your questions 4m and 4n, concerning the role that the proposed Centers might play in continuing education and teacher education, together with the replies supplied by the Department of Health, Education and Welfare. In effect, these replies said, "Strong Centers for Advanced International Studies will necessarily influence extension services and schools of education to give greater emphasis to international affairs." Unfortunately, this is not necessarily so. As you know from your own academic experience, universities tend to be aggregations of relatively independent units. The kind of influence that HEW seems to be relying on is often dilute or even absent. In many universities, the new Centers may have *no impact at all* on extension work and teacher training.

Instead of assuming that everything will turn out all right (in contradiction of much university experience), it would seem to me desirable to make clear in the legislation and the legislative record that you want and expect the Centers to influence continuing education and teacher training; and for HEW to reinforce this in the instructions it provides for institutions applying for support of Centers.

Specifically, I would suggest the following slight changes in the legislation (H.R. 14643, introduced in the Senate on June 7, 1966):

On page 2, Sec. 3. (a), change lines 17, 18 and 19 to read:

"* * * strengthening, and operation by them of centers of graduate *and continuing education* which will be national and international resources for research, *teaching* and training in international studies * * *." (New material italicized.)

The purpose of adding the phrase "and continuing education" is to encourage the new Centers to provide seminars, institutes, conferences, short courses, etc., for secondary school teachers now in service and for the broad range of "opinion leaders" who, although generally graduates of colleges and/or professional schools, need continuing education at a level somewhat different from that needed by Ph. D. candidates in international studies.

The purpose of adding the word "teaching" ("instruction" or "education" would do as well) is to broaden the Centers' functions beyond research and "training" (which to most educators, I believe, is somewhat narrower than "teaching", "instruction", or "education").

Similarly, I would suggest changing Sec. 4. (a) of the Act so that lines 24 and 25 on page 3 read:

"* * * program to strengthen and improve instruction in international studies *in the undergraduate and professional curricula*." (New material italicized.)

The purpose of this change is to emphasize the importance of strengthening international studies in *all* undergraduate schools (especially schools of education) and in graduate professional schools as well, where the problems are similar. Just as many teachers get their principal education in schools other than schools of education (as HEW points out), so also many leaders in our society get their principal education in schools of law, business, journalism, engineering, agriculture, and so on. Sometimes these professional schools are graduate, sometimes undergraduate, sometimes a mix. They need to strengthen their international studies as much as, or more than, the liberal arts colleges do.

Of course, if this change were adopted, the heading in lines 19 and 20 would need to be conformed.

Finally, I feel it would be most desirable in the present legislation to amend the National Defense Education Act to authorize summer institutes for teachers which would focus on international affairs. This might be done by adopting or adapting the proposed Section 1113. (a) of S. 2037, introduced by Senator Javits on May 26, 1965.

I hope that these specific suggestions will prove useful to you and your Committee.

Yours very sincerely,

SAMUEL P. HAYES, *President.*

Senator MORSE. Our next witness will be James P. Dixon, president of Antioch College.

Dr. Dixon, we are delighted to have you. You may proceed in your own way.

STATEMENT OF JAMES P. DIXON, M.D., CHAIRMAN, GREAT LAKES COLLEGE ASSOCIATION; AND PRESIDENT, ANTIOCH COLLEGE, YELLOW SPRINGS, OHIO

Dr. DIXON. Mr. Chairman, I have filed with the subcommittee some written testimony which, if I may, I would like to briefly summarize.

Senator MORSE. The full statement of Dr. Dixon will be printed in the record at this point and he may summarize it in his own way.

(The prepared statement of Dr. Dixon follows:)

PREPARED STATEMENT OF JAMES P. DIXON, M.D., CHAIRMAN, GREAT LAKES COLLEGE ASSOCIATION, AND PRESIDENT, ANTIOCH COLLEGE, YELLOW SPRINGS, OHIO

It seems unnecessary in this setting either to define or comment at length upon the need to extend the international emphasis of undergraduate education in this country. The need is defined by the obligation which modern life places upon education to prepare young people to function personally, socially, and vocationally in a world where commerce, education, politics, and the arts are all part of a complex system of planetary existence.

That there is an increasing demand for persons who can serve with international ease in the traditional professions is equally clear. There is, too, a substantial need to increase the number of persons who are expert in international affairs, international development, and in cultures of other countries. That American undergraduate education is sensitive to and can adapt to these needs seems in a measure clear from the experience of the past two decades.

During this time, largely through the encouragement of private philanthropy but with modest assistance from federal agencies such as the Peace Corps; the Bureau of Educational and Cultural Affairs, Department of State; and the Office of Education, Department of Health, Education, and Welfare, undergraduate institutions and groups of such institutions have been able to conduct successful experiments designed to improve their efforts at international education. From such experiments we have identified enough of the elements of a strategy of improvement to support the proposition that it is now appropriate—and indeed, necessary—for the federal government to recognize, as does Senate Bill 2874, the urgent need for improvement of international studies at the undergraduate level.

Let me support this contention by reviewing briefly the experiences of Antioch College and the Great Lakes Colleges Association. In 1957, Antioch College, believing that the conventional Junior Year Abroad, while useful, did not adequately challenge young adults to the responsibilities of learning, living, and working in other cultures, established a program which made it a viable option within the financial limits of domestic tuition for a majority of its students to consider spending up to 15 months in our foreign program. Since that time some 1500 undergraduates have studied and worked in more than 25 foreign countries. Almost half of our present graduating class has had this experience.

While the program is now self-supporting, it could not have been established without the assistance of a subvention from private philanthropy.

The most distinctive new feature of this program was the educational use of work experience in a foreign culture. In the work relationship, integrated with academic study, a student is forced to come to grips with the real problems of language and cultural communication—is forced to accommodate to the social structure of another country. We are convinced, as is the Peace Corps, that this work on regular jobs is a powerful method of international learning.

Although Antioch is primarily an undergraduate institution, we have had [illegible] success in responding to the needs of over a hundred foreign businessmen, engineers and teachers who have come to us in the last five years in programs designed to provide work-study experience in the United States.

It was soon discovered, however, that if students were left to their own devices they would opt for overseas experiences in predominantly Western cultures. Noting that this narrow view of the world tended to coincide with a similar view of its faculty, Antioch College joined with Earlham College, in nearby Richmond, Indiana, and successfully sought from private sources funds for an ongoing faculty seminar in non-Western studies. The world base of the intellectual life and experience of students and faculty enlarged, as did also the need for specialization. New courses were introduced into the curriculum. Students and faculty sought out wherever possible direct experiences in non-Western as well as Western cultures, and there was a shift in priority for faculty appointment toward persons with knowledge and experience in other cultures.

As the program matured the new educational demands for complexity and quality that were generated by faculty and students were clearly beyond the resources of a single small college or two small colleges working in concert. The small college—and particulary the college not associated directly with a university—is severely limited in ability to concentrate in depth in many languages and the study of many cultures.

Thus when, in 1962, Antioch, Earlham, and ten other colleges in Ohio, Indiana, and Michigan formed the Great Lakes Colleges Association to provide a basis for educational undertakings too complex to be managed by a single institution, one of the first programs of that association was for the advancement of international studies. The Great Lakes Colleges Association has already established centers in Bogota, Beirut, and Tokyo, each administered by a different institution but for the benefit of faculty and students of all the institutions. For example, Antioch manages the centers in Guanajuato and Bogota, as the Great Lakes' agent for the Latin American program, and at the same time has added Portuguese to Spanish in its curriculum. In the offing are centers to be established in Africa and East Asia. Coincident with the establishment of these study centers there has been an increase in areas specialization on the several campuses and specialization in curriculum and library resources.

Once again, however, much of the impetus for this enlargement came because the Great Lakes Colleges Association was able to make available to faculty financial support for both scholarly research and the development of educational programs relevant to non-Western studies.

This history is not a complete success story. Indeed, unless the private basis of support of this venture can soon be replaced by public funds, it will have difficulty in surviving. But I cite the experience because it serves as a base for making direct comment on the legislation under discussion and to emphasize particularly three points:

1. The importance of placing emphasis upon the development of capabilities of undergraduate faculties.
2. The importance of including wherever possible direct work experience in another culture as a component of undergraduate international education.
3. The need to recognize from the outset that in this as in other efforts undergraduate education is likely to use increasingly the device of the consortium to improve its quality and cosmopolitan character.

The language of the present bill seems adequately to encompass these aspects of undergraduate strategy. It is particularly important that the ability to support consortia of undergraduate colleges be clear.

I would like to make one final general comment. It is necessary, I am sure, to recognize in this legislation an essential difference between the character of undergraduate and graduate instruction. But I would like to state a view that it is no longer possible to express this as a simple distinction between colleges and universities.

Universities, in an effort to capture the intimacy and distinctiveness of the American College, are moving in the direction—such as, for instance, at the Santa Cruz campus of the University of California—of becoming themselves a consortium of small institutions. And colleges, to gain specialized competency and cosmopolitan character, are joining together into the collegiate consortia.

These college consortia will not long operate wholly at the undergraduate level. Already the Great Lakes Colleges Association is conducting a program for the improvement of teaching in the humanities that must necessarily involve teachers in association with regional universities, and we should have additional university relationships to improve our program of international studies.

As increasing numbers of young people identify their interest in international professional careers while they are still undergraduates, it will be important that ways and means be found to establish relationships between colleges and universities which will assure that the undergraduate experiences are adequate to qualify students for admission to the related professional graduate studies.

There is, in short, a major reorganization at work in American higher education which on the one hand seems to distinguish between classes of institutions but on the other hand moves to blur these distinctions.

Too much has probably been made of the difference in federal policy between support of college versus university programs. But the effects of public support have been in general to strengthen the universities at a more rapid rate than the undergraduate institutions. To the extent that development of literacy and competence in international affairs has now become a social responsibility for every educated person, the encouragement and support of this effort needs clearly to be directed toward both the college and the university. This proposed legislation is particularly notable in making this point clear.

There is much that individual colleges and groups of colleges working together can do and have done to create and strengthen programs of international study. The problem, however, is now so complicated, so universal, and so costly, that if we are to move with any effective speed we must have both policy and financial support from the federal government.

Dr. Dixon. I would like to draw attention just to four points that I think are particularly relevant to the undergraduate sections of this bill, these points growing largely out of the experience which a group of some dozen colleges in Ohio, Michigan, and Indiana have had working together on problems of international education. The first of these points I would like to make is the importance of placing emphasis upon the development of faculties in undergraduate institutions as perhaps significantly different in importance in universities.

It turns out that our undergraduate colleges, even those that are prideful of their quality, are essentially illiterate in international affairs, and the development of their literacy it seems to us must commence with the development of their faculties simultaneously with the development of their undergraduate student bodies.

I should like to underscore also that where foreign experience of both students and faculty enters into the undergraduate training program, it does seem likely that foreign experience will be a common component of undergraduate training programs, especially those programs where we are trying to provide opportunities for young people to sort out their vocational interests, and they need some cultural exposure in other countries in order to do this.

ANTIOCH PROGRAM

Senator MORSE. You have a program at Antioch, do you not, whereby you send for part of the academic year groups of students to some foreign country with part of your faculty, and they study abroad in an interrelated program with the students of the foreign university? Don't you have that kind of a student exchange program?

Dr. DIXON. We have had a program since 1957 through which some 1,300 students have passed, and presently about half of the students graduating from our college will have had this kind of experience.

Senator MORSE. I lectured at Drew Saturday night and President Oxnam was telling me about a similar program that they have with a group of students now in England. They go over for a semester. That has become pretty common, the student exchange program among various universities, has it not?

Dr. DIXON. Very common indeed.

Senator MORSE. And highly successful?

Dr. DIXON. Yes. Even when critically appraised I think it is judged to be successful. There are certain standards that need to apply if it is to meet the qualifications of academic excellence.

Senator MORSE. And the objectives of this bill would really strengthen the support of that type of program, leaving to the institutions the working out of the program in its administration and the nature of the curriculum, would it not?

Dr. DIXON. I think so. There are now, Senator Morse, upward of some 300 such programs in the country. One would assume that this bill would permit a much more rapid expansion of these programs to other institutions.

Senator MORSE. Go ahead.

CONSORTIUM PROGRAMS

Dr. DIXON. The third point which I would like to particularly underscore is the point also stressed in this bill calling attention to the use of consortia in groups of institutions as a base for the operation of international programs. It seems to us quite clear that whether one is dealing with the relatively simple problems of language or whether one is dealing with the complex problems of competency in a number of cultures, single undergraduate institutions and particularly those not associated with universities will have difficulty in putting together on their own and by themselves adequate resources to produce respectable programs in international education.

It seems to us clear that there is a necessity for institutions now to learn how to work together, which is something we should have been at for a long time anyhow, but which is likely to occur much more rapidly under the stimulus of this legislation.

Finally, I should like to make a point which bears perhaps more on the questions to the departments than it does on the language of the bill itself. I would like to underscore the fact that the line between undergraduate colleges and universities is now rapidly becoming blurred, that the American university is often fragmenting itself into a group of campuses, because let's say in the Santa Cruz campus of the University of California, it is becoming in itself a kind of consortium of faculties at the very same time that undergraduate institutions are gathering into consortia in order to gain the quality and excellence of the university. Therefore, it would seem to me that in the administration of this bill it be clear that one is talking, when he talks about undergraduate education, he is talking about programs which are centered there, but is not putting any impediments in the way of those programs working directly with universities for their implementation.

GREAT LAKES COLLEGES PROGRAMS

We have not yet in the Great Lakes Colleges Association reached the point in our international educational program where we need the services of regional universities, but we shall very soon, because we shall run out of the resources which are available in these 12 colleges.

We will also be very soon in a position where we will be having young people in these programs not just for the purposes of general education, but at least at the prevocational level, if I may put it that way, for training for international careers.

It will be absolutely necessary, even as undergraduates, to coordinate these programs with the possibilities of graduate studies so that the time is not wasted and that there is efficiency in the programs.

Senator MORSE. I think it is very important, Doctor. I want counsel's attention. I want counsel to send a letter to the Department calling particular attention to the point that is being made here, and that they understand Dr. Dixon's point of view, and that they feel that if they have any reservations with regard to the matter, that we ought to have a memorandum on it before we pass the bill.

While I am interrupting, Dr. Dixon, I am going to ask at the close of your testimony that two questions I asked the departments in regard to programs for study abroad be inserted in the record with the departments' answer.

The first question is: With regard to the programs which are funded would support be given to students for third year abroad-type study? That involves this whole question of study abroad.

The second question: Would funds be used and, if so, to what degree for study in institutions by foreign students? I think we will be very much interested in their answers.

They supplement your testimony and I will have them inserted in the record.

Dr. DIXON. I would like to make just one final point. For the freestanding undergraduate colleges at any rate—I can't speak for those that are associated with universities—the situation is one of cliff hanging sort of at the moment in terms of our international programs, largely because the incentive for the development of these programs has come essentially from private philanthropy. These colleges have not been resources for technical assistance as have our universities been, and, therefore, have not had the opportunity to develop these kinds of relationships.

We support this legislation with both enthusiasm and with a certain sense of urgency, knowing that private subvention can demonstrate that these things can be done, but it cannot possibly take the burden of spreading the entire responsibility across the whole university.

Senator Morse. Thank you very much, Dr. Dixon, for your help.

(The following material was subsequently supplied for the record:)

Response of the Department of Health, Education, and Welfare to Comments Requested by Senator Morse Re Dr. Dixon's Testimony

In Dr. James P. Dixon's statement on September 19 before your Subcommittee hearing testimony on the International Education Act of 1966, he spoke to the importance of providing opportunities for colleges to engage with other colleges and universities in developing programs of high quality under the provisions of this Bill.

We wish to assure Dr. Dixon and the Committee that this statement matches perfectly the view of the Department. We intend actively to encourage a wide variety of combinations of institutions to carry out the purposes of the Act, including consortia of colleges and universities. In fact, one possibility may be funding of a single proposal under both Sections 3 and 4, so that the needs of undergraduate and graduate institutions, in concert, can best be met in reaching the supplementary needs of each. Our earlier testimony underscored the Department's philosophy on this very point. We are pleased to know that Dr. Dixon shares this view.

Senator Morse. Our next witness will be Dr. Richard H. Logsdon, director, Columbia University Libraries, speaking for the Association of Research Libraries.

We are delighted to have you again. You may proceed in your own way.

STATEMENT OF DR. RICHARD H. LOGSDON, DIRECTOR OF LIBRARIES, COLUMBIA UNIVERSITY, NEW YORK, N.Y.; REPRESENTING THE ASSOCIATION OF RESEARCH LIBRARIES

Dr. Logsdon. We have filed a statement which we would like to have go in the record in full.

Senator Morse. The full statement of Dr. Logsdon will be inserted in the record at this point and he may summarize it in his own way.

(The prepared statement of Dr. Logsdon follows:)

Prepared Statement of Richard H. Logsdon, Director of Libraries at Columbia University

Mr. Chairman and Members of the Education Subcommittee: I am Richard H. Logsdon, Director of Libraries at Columbia University and former chairman of the Association of Research Libraries, the organization which I represent today.

The Association of Research Libraries, established in 1932, comprises 73 institutional members. They are the larger academic, public, and special libraries which collect comprehensively in support of research. Our 64 academic members are the universities which have been most active in developing area studies programs and other special projects concerning foreign countries, especially the so-called "developing" nations of the world. These universities award approximately 81% of the doctoral degrees granted each year in all fields of study.

I

We are particularly happy to join in support of this legislation, because its passage and implementation would go a long way toward solving one of the most perplexing problems facing universities and university librarians today; namely, that of making adequate provision for the teaching and research materials required for the success of international studies programs of all kinds.

The increasing emphasis on such programs in American universities since 1945 is well documented. At Columbia, for example, a long term interest in international affairs was given a new priority in the years following the close of World War II, beginning with the Russian Institute in 1946. We now have area institute programs in the planning stage or in operation for virtually all areas, languages and cultures.

Each field of activity requires new dimensions of library service. From modest levels of acquisition of materials from the areas involved, it was suddenly necessary to achieve coverage of journals, monographs, documents and archives similar to, if not above that typical of purchases of American, English and Western European publications of an earlier generation. Allocation of funds for library support of programs covered by this legislation have been increasing at two or three times the rate for other fields of study, reaching during the current year, an estimated $500,000 out of a total budget of 3.5 million, but even this amount falls below the known needs of students and faculty. We currently estimate that an appropriation of at least $750,000 is needed—fifty percent above present levels. It is doubtful if funds of this magnitude can be found from private sources.

There have been similar developments at other private and publicly supported universities. The University of Michigan, for example, spent $385,000 last year for library support of specialized programs concerning Oriental, Near Eastern and Slavic studies. Less than half of this amount ($175,000) was for materials; the balance ($210,000), was for staff. The cumulative cost for any institution moves quickly into the millions as is illustrated by Cornell's experience in the table which follows:

Cornell University Library

Program	Capital value [1]	Annual book budget	Annual personnel budget [2]
China	$1,300,000	$50,000	$68,000
Southeast Asia	1,000,000	25,000	62,000
Slavic	900,000	35,000	35,000
Latin America	750,000	45,000	31,000
Total	4,050,000	155,000	196,000

[1] Based on an estimate of $20 per volume.

[2] Direct personnel costs, not including fringe benefits or pro-rata administrative costs.

These data indicate the magnitude of effort required. If it is assumed that personnel cost over the years is approximately equal to the Capital Value of the books, Cornell has invested $8,100,000 in its area studies collections to date.

It is evident that library collections related to international study programs are an expensive element in the institutional budget. For this reason it seems to us both proper and essential that legislation designed to strengthen American educational resources for international studies and research include provision for supplying library resources which are essential to support the proposed programs.

II

Lest we seem to overstress library resources, a few general comments establishing their relevance would seem in order. Our knowledge and understanding of foreign countries is acquired by a variety of means. These include travel, personal contacts, exposure to mass communication, and reading published materials. However, in higher education it is generally acknowledged that the availability of a well selected and organized collection of published materials is, next to the faculty, one of the most essential factors in teaching and research. There is an inescapable relationship between the quality of the library and the quality of the programs which it supports. It is our feeling, Mr.

Chairman, that legislative proposals in the field of education should recognize this critical relationship.

In developing collections and services concerning foreign areas, especially the so-called developing countries, research libraries become involved in the most expensive type of operation. Many of these countries lack an organized book trade and materials can be obtained only by sending members of the faculty or library staff on a bibliographic safari to visit the bazaars, book stalls, printing shops, and government ministeries in an effort to acquire the essential record of that nation's development. These records are found in books, periodicals, newspapers, government documents, maps, parliamentary debates, the proceedings of European colonial societies, and other types of published materials.

It should also be realized that involvement in area studies programs requires that the library employ skilled bibliographers, catalogers, and reference staff with an adequate knowledge of Swahili, Hindi, Korean, Arabic, and hundreds of other languages and dialects. All of this requires large sums of money which on the local level must compete with demands on the library budget generated by ever expanding enrollments, as well as the continual extension of teaching and research programs into new areas of knowledge.

III

While supporting fully the provisions of the present bill, our Association does have three suggestions concerning the language. Specifically:

(1) Section 3(b) states that grants for support of Centers for Advanced International Studies "may be used to cover part or all the cost of establishing, strengthening, equipping, and operating research and training centers, including the cost of teaching and research materials and resources * * *." This language presumably includes the costs of library materials and staff, but if this intention is not completely clear, I respectfully suggest that any possible ambiguity could be removed by inserting after this phrase on page 2, line 24: "* * * including the cost of library materials and staff * * *." As I have indicated earlier, library personnel required to collect, organize, and service materials in esoteric languages frequently exceeds the cost of the materials themselves.

I should also like to suggest that it would be hazardous to expect that library support form a general granting program, such as Title II of the Hhgier Education Act of 1965, would be feasible. Such an expectation would be similar to requiring institutions receiving program grant support from the National Science Foundation to apply to a secondary source for the equipment funds essential for the implementation of the program.

(2) The cost of library support for the undergraduate part of the Act (Section 4) obviously is less than the funds required to develop research collections. However, in most instances, the establishment of a undergraduate program will require the immediate development of a supporting library collection of several thousand volumes. It will be difficult to attract the qualified and specialized faculty to teach these courses if they do not have reasonably adequate library facilities, and if a number of years are required to acquire a basic collection, severl generations of students could be given an inferior educational experience.

Authorization for necessary library support of the undergraduate section could be obtained by adding a new item to Section 4(a) as follows on page 4, line 7: "(7) development of library collections and staff."

Section 3(a) admits "institutions of higher education, or combinations of such institutions" to participation in this Act. I would like to suggest that cooperative activity in international programs could be one of the most productive elements in the objectives of this legislation. The non-profit learned societies and associations have excellent records of cooperative accomplishment. They have, in the past, provided a professional focus for developing new programs and bringing together the best talent in this country for a common enterprise. The American Council of Learned Societies, the Social Science Research Council, the African Studies Association, and the American Oriental Society—to mention but a few—have distinguished records of accomplishment in the international field. Certain kinds of programs can be more effectively and economically managed by learned societies than by other types of sponsorship.

It is for these reasons that we respectfully suggest that eligibility for grants be extended to learned societies and associations. This objective could be accomplished by adding the following sentence at the end of Section 3(a): "The Secretary may also make grants to public and private non-profit agencies and organizations, including professional and scholarly associations, when such grants will make an especially significant contribution to attaining the objectives of this section." This language has been incorporated into the revised House bill (H.R. 14643), and we earnestly recommend its inclusion by the Senate.

On behalf of the Association of Research Libraries I respectfully recommend these minor changes in the language of the Act, and heartily endorse S2874. Please accept my great appreciation for being invited to appear and testify before this distinguished Committee.

Dr. Logsdon. In view of the time, I would like simply to highlight three, four, or five key points and make a few suggestions with respect to the wording of the bill.

LIBRARY RESOURCES NEED

First, my colleagues from the subject departments and associations who are presenting testimony here today would, I believe, join with me in agreeing that library resources in any subject field are important, but in the particular subject fields with which this bill deals, they are enormously important and critical to the success of any and all of these programs.

The second point I would like to make about our library problem in relation to area studies is that meeting student and faculty needs is an extremely complex and expensive business. In many fields, for example, we are able to give fairly good library support to a program of research or instruction at costs ranging from 5 to 10 percent of the total cost. In contrast, area studies programs frequently require library support of up to twice this ratio. We must literally comb the world for publications—not only typical monographs, but more importantly, we must comb these countries for documentary material.

There are a number of reasons for this high cost and complexity, and I think one is the historical neglect of area studies in American universities. In fact, it was not until the close of World War II that our major universities gave focused attention to area studies programs.

Not only are these services costly to provide, but they also involve a very high ratio of staff costs to total cost. Frequently, the material is relatively inexpensive, but the cost of having qualified staff with both language and subject competence gives us an extremely high ratio of staff costs to total costs.

If we were to check with the larger universities, which have been giving particular attention to area studies, we would find that enormous efforts have already been made through this 20- or 25-year period. I cite a few examples of Columbia, Michigan, and Cornell to indicate the substantial sums of money which are already being appropriated. At Columbia, for example, we are now spending perhaps as much as $500,000 a year in support of area studies programs—$500,000 out of a budget of $3.5 million. But, even this is not enough, as is true of our colleague institutions. We estimate, for example, that it would take at least $750,000—50 percent above the present amount—to do a proper job for existing programs. In the judgment of our membership, it is extremely doubtful whether funds in such quantity will be found either from private sources or from local and State funds.

Another point should be made with reference generally to these programs. While all universities at the research level operate in the total national or public interest, it is particularly in activities like those covered by this bill that responsibilities are being undertaken clearly in the national interest. It is, therefore, logical that the Federal Government give specific support.

DENOTE LIBRARY MATERIALS AND STAFF IN TEXT OF BILL

Moving more particularly to the language of the bill, we have included three suggestions. The bill is intended to cover library materials and staff, but it does not say so explicitly. We would suggest that in the appropriate section dealing with the centers, the provision for library materials and staff be specifically inserted.

Our second suggestion relative to library support of college programs is similarly relevant. We know that a teaching program does not require the extensive library resources that a research program demands. On the other hand, if these area specialists working in the various colleges—sometimes remote from library centers—are to keep up to date in their fields, there must be at least basic coverage of the area materials. Again, costs there are likely to be somewhat higher proportionately than support of certain other fields.

Our third suggestion with respect to the wording of the bill is that it be extended to include the possibility of cooperative effort in these fields by associations as well as cooperative effort by groups of institutions.

It is a pleasure to bring the support of the Association of Research Libraries to your work, Mr. Chairman, and that of the committee.

Senator MORSE. Thank you very much, Dr. Logsdon.

I want attention of counsel for a moment. These three suggested changes in language of the bill set forth in section three of Dr. Logsdon's testimony—I want counsel to send a letter to the Department forthwith, so I can have it before I close the hearings on Thursday, asking them for their views on the recommendations made, including their opinion as to what ought to be said in the report of the committee in case they recommend against any of the language being inserted in the bill.

I think he has raised very important questions in those three suggestions and we certainly must have a commitment from the Department one way or another on them.

I am also going to insert in the record the questions that I asked the Department in regard to the library features of the bill, which will supplement your testimony.

As you know, sometimes for purposes of emphasis, although I am not so sure it is too much of an overstatement, I have said that a college can be no stronger than its library. That is why I have been such an ardent advocate of the Federal Government doing more in regard to library development.

I well remember the last conference I had with President Kennedy after we had gotten a major program for the educational legislation of his administration through this committee. I met with him to decide the parliamentary strategy for handling it. It was my recommendation that we start out with this library bill.

I said, "Mr. President, I don't know who could be opposed to that except those who are just opposed to all Federad aid. There are these other pieces of legislation, sincere people who favor Federal aid but have some good faith proposals for modification. I don't agree with them, but they are going to have to be heard and I would like to start out with a bill that we almost have a surefire guarantee of success on, the library bill. There is nothing that produces more success than past success in passing legislation."

As it happened two or three measures were in conference before it, but in fact, it was the bill that I was taking through the floor of the Senate at the tragic hour of his assassination, and it was the third Federal aid to education legislation that we passed in this whole almost miraculous program of aid to education since the first year of the Kennedy administration.

I think that your testimony this morning bears out the reason why this bill ought to give great emphasis on the need of library assistance. Thank you very much.

Mr. Millenson. Senator, may I ask one question?

Senator Morse. Question.

Mr. Millenson. If I may, sir, do the figures that you had in your testimony include any funds which research libraries have obtained under title II of the Higher Education Act of 1965. I am referring to the section for special-purpose grants?

Dr. Logsdon. To my knowledge, no. I don't think there has been appropriations. Have there been, actually, allocations under the special——

Mr. Millenson. There have been appropriations, yes, sir—last year.

Dr. Logsdon. Appropriations, but I don't believe allocations yet.

Mr. Millenson. Do the libraries plan to get money under the special purposes section of title II?

Dr. Logsdon. Yes. Again I think that section is funded only at a modest level. In fact, all of title II——

Mr. Millenson. The authorization is $50 million, which we haven't appropriated this year. Special-purpose grants receive 25 percent of the $50 million which is authorized.

Dr. Logsdon. Right.

Mr. Millenson. For the current year and for next year.

Dr. Logsdon. For the special purpose section.

Mr. Millenson. Yes, sir.

Senator Morse. Thank you very much.

(The response of the Department of Health, Education, and Welfare follows:)

Response of the Department of Health, Education and Welfare for Comments Re Logsdon's Testimony

We are pleased to respond to your request for our views on these questions raised by Mr. Richard H. Logsdon of the Association of Research Libraries in his September 19 testimony before the Senate Subcommittee on Education on S. 2874, the International Education Act of 1966.

Mr. Logsdon's first two questions deal with the adequacy of library resources related to Sections 3 and 4 of the Act, a matter of considerable importance in meeting the overall objectives of the Act. The strengthening of graduate centers for international study and research, as well as high quality undergraduates programs, should involve carefully planned library resources and supporting staff.

We believe that the present provisions of the Act are adequate to support the balanced acquisition of library resources and staff. Since institutions of higher learning will be planning overall approaches to create and strengthen graduate and undergraduate studies we would expect that library materials might be included, where needed. Many specific features could well be combined into a single proposal, including faculty development, research materials, curriculum resources, visiting scholars, graduate assistants, and necessary books, periodicals, documents, maps, and other types of published materials. Institutions of higher learning are in the best position to determine the weight that should be given such features and the manner in which they should be combined. Furthermore, since we expect centers and undergraduate programs to develop under the cooperative sponsorship of several institutions, and since the available library collections will vary from one institution to the next, it is imperative that such cooperative planning give meticulous attention to strengths and weaknesses of the library collections possessed by the entire group of institutions.

Giving precise reference to library acquisitions may invite many proposals designed to improve this feature alone. This is not the purpose of the Act, which is designed, rather, to give broad latitude to institutions in their planning of total institutional capability. In addition, the limited funds available for this upgrading of the entire system of higher learning in international study will not permit undue emphasis upon library resources and staff. Library collections are normally developed by access to a variety of sources, including such programs as those of Title II of the Higher Education Act of 1965.

We believe, therefore, that the Act in its present form will support a balanced approach to planning, including library materials and staff. We doubt that a specific amendment would improve the Act; indeed, it may distort its main provisions.

Mr. Logsdon's third concern is that learned societies and associations be made eligible for grants under this Act. We fully support the substance of his proposal and endorse the amendment he has proposed.

May I express my personal appreciation to you for your kind remarks at these hearings about the quality of this Department's replies to the series of questions directed to us by Senator Javits, Senator Prouty and yourself. For your enthusiastic support and excellent stewardship of this important legislation we are most grateful.

Sincerely,

(S) WILBUR J. COHEN,
Acting Secretary.

Our last witness this morning will be Dr. William Warner, Director of the Offices of International Activities of the Smithsonian Institution.

We are very pleased to have you, Mr. Warner. You may proceed in your own way.

STATEMENT OF WILLIAM W. WARNER, DIRECTOR, OFFICE OF INTERNATIONAL ACTIVITIES, SMITHSONIAN INSTITUTION; SPEAKING ON BEHALF OF S. DILLON RIPLEY, SECRETARY OF THE SMITHSONIAN INSTITUTION, WASHINGTON, D.C.

Mr. WARNER. Thank you, Mr. Chairman, for this opportunity to testify on behalf of Dr. Dillon Ripley, Secretary of the Smithsonian, who regrets he cannot be here because of previous commitments.

Following the example of the other witnesses, I would like to ask that his statement, which has been provided the subcommittee, be introduced into the record, and confine my remarks to two footnotes on its two principal points.

Senator MORSE. The witness' full statement will be inserted in the record at this point and he may proceed to summarize it.

(The prepared statement of S. Dillion Ripley follows:)

PREPARED STATEMENT OF S. DILLON RIPLEY, SECRETARY OF THE SMITHSONIAN INSTITUTION

I am delighted to have this opportunity to appear before you to support S. 2874, the International Education Act of 1966.

We of the Smithsonian Institution feel a very special interest in this legislation because it represents a major step forward in that Noble Adventure which President Johnson so eloquently described in his remarks at the Smithsonian last September, on the occasion of the celebration of the Bicentennial of the birth of James Smithson.

Specifically, the Bill before you is designed to accomplish the second of the five objectives outlined by President Johnson in his Smithsonian Address: "to help our schools and universities increase their knowledge of the world and the people who inhabit it."

It goes without saying that America's role of world leadership requires of our citizens a high degree of sophistication. Knowledge and understanding of foreign languages, of the history and culture of the peoples of the world, and of their social, economic and political problems are not mere luxuries in this day and age. They are in a very real sense prerequisites to the successful accomplishment of our nation's high mission. And, as such, it is appropriate that they should be a matter of direct concern to our national government.

The Bill before you contemplates the support of centers for advanced international studies at the postgraduate level, and of undergraduate programs in international studies, at "institutions of higher education." I very much hope that this Committee, in its Report, will make clear that it is not the intention of Congress to restrict the support of these programs to institutions which are authorized to grant academic degrees. I am sure the Committee is aware of the constribution to research and training in international studies that has been made and can be made by the other great research institutions of our country.

The Smithsonian Institution, for example, looks forward to participating actively in the development of centers for advanced international studies, as provided in Section 3(a) of the Act, both through the work of its own proposed International Center for Advanced Studies, which President Johnson so graciously supported in his Smithsonian Address, and through the work of its historians and social scientists, who life work has so signally contributed to the greater understanding of foreign lands and cultures. To support and supplement these efforts, the Smithsonian will continue to present foreign cultures to American teachers and American students, particularly through increased use of traveling exhibits, and hopes to assist museums in the developing world to realize their vast potential, which has yet to be tried, for visual education among illiterate and semi-literate societies.

Mindful of this great challenge and opportunity, Mr. Chairman, the Smithsonian Institution wholeheartedly supports the provisions of S. 2874 and urges your Committee's favorable action.

Finally, Mr. Chairman, I should like to express the hope that the Congress will soon have an opportunity to move toward the realization of the other four broad recommendations contained in the President's Smithsonian Address. May I presume to quote from his concluding paragraphs:

"We must embark on a new and a noble adventure:

"First, to assist the education effort of the developing nations and the developing regions.

"Second, to help our schools and universities increase their knowledge of the world and the people who inhabit it.

"Third, to advance the exchange of students and teachers who travel and work outside their native lands.

"Fourth, to increase the free flow of books and ideas and art, of works of science and imagination.

"And, fifth, to assemble meetings of men and women from every discipline and every culture to ponder the common problems of mankind.

"In all these endeavors, I pledge that the United States will play its full role."

We of the Smithsonian are eager to join in working toward the fulfillment of this pledge.

ROLE OF NON-DEGREE-GRANTING INSTITUTIONS

Mr. WARNER. Thank you, Mr. Chairman.

In the first place, we point out that we hope the Congress will make clear that the support the bill contemplates for centers for advanced international studies and for undergraduate programs as well will not necessarily be restricted to degree-granting institutions. No such restriction is implicit in the language of the bill, of course, but we simply wanted to state the case more positively or to extend recognition, as it were, to the contribution which private foundations and applied or basic research institutions beyond the university world are making and will continue to make to foreign area studies.

This is not to say, Mr. Chairman, that the major role does not belong to our universities. As the House report makes clear, the Federal Government has relied heavily on our universities and colleges for advice in the conduct of foreign policy, or for the operation of our foreign aid programs.

However, we believe that it is equally true that our Government has also relied on the important contributions of nondegree granting institutions. For example, in the anthropological sciences—a field with which the Smithsonian is particularly concerned—American museums and their scientific research staffs have been a prime source of knowledge on what you might call the most difficult of all foreign cultures to understand. By this we mean the so-called primitive or unacculture peoples of the world, people who must be better known or understood because they are now or soon will be engaged in what one historian has called a revolution of rising expectations.

For a better idea of what we mean about this museum resource, let me give you just one or two examples from within our own walls of what museums can contribute to foreign area studies.

RESOURCES OF THE SMITHSONIAN

A Smithsonian anthropologist with long experience in the Pacific islands is at this moment taking leave to direct the area studies in the Peace Corps' major new training program for the first 350 or so volunteers who will serve as teachers, public health workers, and community development specialists is the Pacific Islands Trust Territories.

At the invitation of the Brazilian Fulbright Commission, two Smithsonian scientists recently established a training course for young Brazilian archeologists and anthropologists. The graduates of this course are now conducting a countrywide survey, which I believe has never before been attempted, of the origins of the Brazilian peoples and their cultures.

And Secretary Ripley himself has on recent occasions given lectures or briefings to the State Department on the Montagnards of Vietnam and other of the related hill tribes of southeast Asia.

These are but a few current examples, and I am sure that American museums across the land could add greatly to the list. That is why we believe the American museum community is keenly interested in the International Education Act, for it can provide a unique opportunity to American museums to increase their capability to contribute to the Nation's understanding of the world and the people who inhabit it.

MUSEUM RESOURCES

The second footnote to Dr. Ripley's statement concerns the increasing recognition on the part of our educators of the value of giving students and teachers firsthand exposure to the cultural achievements of other nations by intelligent use of museum resources and modern exhibits techniques, let's say by bringing the sights, the sounds, and the very artifacts or palpable objects of foreign cultures right into the classroom.

Again, to better explain what we mean, let me just give two examples of what we are doing in this field, which even though they are now domestic or local in character could be developed into a national resource for introducing foreign area studies at the very beginning levels.

This summer we invited a small group of District of Columbia teachers to spend 2 months working with our scientists and our collections in the preparation of scripts, film strips and other aids for specialized student tours to our museums. Now during the regular school year these teachers are advising other teachers of the District on how to use these materials and how to get the fullest benefit from student visits to museums

I might mention that we are really neophytes or only beginners in this activity and that many other museums across the country, such as the Brooklyn Museum, the Milwaukee Public Museum, or the Fort Worth Children's Museum, have older and better developed museum education programs. But the point is, I think, that it is exciting to think how much could be accomplished right at the beginning by exposing teachers, and through them students, to the discovery of foreign cultures through the very objects which these cultures produce. Much could be accomplished at least if school systems and museums across the Nation got together and either brought students to the museums in more meaningful programs or the museums to the students through more and better traveling exhibitions.

COOPERATIVE RELATIONSHIPS OF SMITHSONIAN WITH UNIVERSITIES

In higher education we have recently established cooperative American studies programs with George Washington and the University of Maryland here locally for scholars who want to make use of our collections for better understanding of America's cultural, technological, or industrial history, for those who need to study the object or the manufact as much as the book or the manuscript.

We hope to extend this kind of cooperative university-museum course to foreign area studies where it would be all the more valuable because it is obviously much more difficult, unless one makes good use of major museum collections, to bring together all the objects and artifacts or let's say the total material culture of foreign lands than it is of our own.

Mr. Chairman, it is for this reason that we believe that museums and many other non-degree-granting institutions can contribute to the purposes of the act, and that this potential help might be recognized by the committe. Further, we believe that the two specific contributions I have mentioned—the museum scientists' specialized knowledge of indigenous people, which is so important to foreign area studies, and the potential of museum collections or exhibits to introduce foreign cultures at the school and college level—are important to carrying out the purposes of the act, and that the act itself as drafted can support and encourage these resources.

Thank you again, Mr. Chairman, for this opportunity to present what might seem like an extraneous voice, but we hope it isn't, from the American museum community.

Senator MORSE. Thank you very much, Mr. Warner.

I am going to insert in the record, supplementing your testimony, the answers to certain questions I asked on behalf of the committee of the State Department. Those questions dealt with the Smithsonian Institution. You will find their answers on pages 12 and 13 of their memorandum to the subcommittee. Counsel will see to it that the answers are inserted in the record at this point.

(The questions and answers referred to follow:)

RESPONSE OF THE DEPARTMENT OF STATE TO QUESTION NOS. 8, 9, AND 10, SUBMITTED BY THE SENATE SUBCOMMITTEE ON EDUCATION

8. In the event that the subcommittee deems it advisable to structure into the bill an Advisory Council one of whose functions might be the establishment of equitable ground rules covering consideration of applications submitted under both section 3 and section 4, what would be the position of the Department of State as to the most desirable composition of such a Council? What government agencies, if any, would the Department feel it important to have represented? What private sector groups, in the view of the Department of State, could contribute helpful advice and suggestions through participation in the work of the Council? How large should such a Council be?

President Johnson in his special message to the Congress on February 2, 1966, stated his plan to establish a "Council on International Education" to advise the Center for Educational Cooperation of HEW. The Council would be composed of "outstanding leaders of American education, business, labor, the professions and philanthropy." As the Department understands it, the primary function of the Council would be to give professional educational assistance to the Secretary of HEW in the exercise of his responsibility for providing leadership and policy guidance within the Federal Government for the domestic effort to develop educational resources of an international dimension.

The Department assumes that the Advisory Council referred to by the Subcommittee is the Council called for by the President and that the Subcommittee is considering whether or not to give the Council a legislative base. This matter is of primary interest to HEW. The Department of State considers that such a Council is necessary, however, whether or not it is provided by Presidential executive order or by legislation. If the Subcommittee wishes to provide for an Advisory Council under the International Education Act, then care should be taken to distinguish its functions clearly from those of the U.S. Advisory Commission for International Educational and Cultural Affairs. The Advisory Council to the Center should properly be viewed as a professional group specifically concerned with the development of international study and curricula in the U.S. and with providing the new Center with an effective channel of communication with the American academic community.

In our view the Council should be a numerically small working group composed of people with wide ranging interests and backgrounds in international education. The members should be drawn from a wide selection of educational organizations representative of those groups mentioned in general terms by the President. In our view they might well include representatives of university associations, book publishers, business firms with important overseas establishments, the professional organizations and foundations.

Since the function of the Advisory Council is to bring to bear the advice of nongovernmental educational community, we believe government agencies should not be represented on the Council. We would see no objections, however, if such agencies as the Department of State, the Smithsonian Institution, the Agency for International Development, and others as appropriate, were to be designated by the Secretary of HEW as official observers.

> 9. In the germination of the proposal, what advice, if any, was sought from the Smithsonian Institution? Does the Department feel that the Smithsonian could or should play a role in the further development of the proposal?
>
> 10. As the measures are now written, could the Smithsonian participate under section 3? If it cannot, could the Department as a legislative service, supply language enabling the resources of this agency to be utilized?

These questions are interrelated and we shall respond to them jointly. The Department of State has a long-standing and cooperative relationship with the Smithsonian Institution in the field of international educational and cultural activities. The Smithsonian has contributed to the development of the new program in international education in several ways—(1) through advice (along with other public and private agencies) to the special Task Force, created to study and recommend new dimensions of international education following the President's address at the Smithsonian Bi-centennial Convocation; (2) through official observer representation on the Interagency Council on International Educational and Cultural Affairs and participation in it's deliberations; and (3) in periodic consultations between Secretary of the Smithsonian Institution and Assistant Secretary of State for Educational and Cultural Affairs.

The Department of State believes that the Smithsonian Institution could and should play a role in the new international education program. Though the Smithsonian is not specifically mentioned in the proposed Act, we believe that under Section 3(a), 4(a) and 5(b) of the House approved measure (H.R. 14643) a position could be made to include it. We understand, however, that HEW is drafting appropriate language to include specifically the Smithsonian Institution, and we therefore defer to that Department for compliance with your request.

RESPONSE OF THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE TO REQUEST FOR COMMENTS ON QUESTION NOS. 8, 9, AND 10, SUBMITTED BY THE SENATE SUBCOMMITTEE ON EDUCATION

> 8. In the event that the subcommittee deems it advisable to structure into the bill an Advisory Council, one of whose functions might be the establishment of equitable ground rules covering consideration of applications submitted under both Section 3 and Section 4, what would be the position of the Department of State as to the most desirable composition of such a Council? What government agencies, if any, would the Department feel it important to have represented? What private sector groups, in the view of the Department of State, could contribute helpful advice and suggestions through participation in the work of the Council? How large should a Council be?

As indicated in our response to question 12(c) of the group submitted to Secretary Gardner on August 18, HEW would have no objection to an amendment to the bill under consideration which would provide for the Advisory Council on International Education called for in the President's Message of February 2, 1966. It is our understanding that the Department now has the authority to provide for such a Presidentially-appointed Council. Accordingly, we have been taking the appropriate administrative steps, in consultation with the White House, so that we may have an advisory body which can be called together quickly to assist us in developing guidelines and criteria for the administration of the International Education Act and other key functions of the Center for Educational Cooperation.

Our recommendation is that this be a non-government council of 21 members, composed of outstanding leaders of American education, science and the arts, business, labor, the professions, and philanthropy. We also propose that the Assistant Secretary of State for Educationel and Cultural Affairs and the Secretary of the Smithsonian Institution be given standing invitations to attend all meetings as official observers.

In addition, the chairman of the Council should be free to invite on occasion other individuals from the private sector or government who are concerned with international education.

> 9. In the germination of the proposal, what advice, if any, was sought from the Smithsonian Institution? Does the Department feel that the

Smithsonian could or should play a role in the further development of the proposal?

(a) The Smithsonian Institution contributed to the development of the recommendations which led to the President's Message of February 2, 1966, which included as two of its points the proposal for strengthening the international dimensions of graduate and undergraduate porgrams in the colleges and universities in this country.

(b) We intend to seek the advice of the Smithsonian Institution on a continuing basis through a variety of methods:

(1) We intend to issue a standing invitation to the Secretary to attend all meetings of the Advisory Council on International Education as an official observer.

(2) We will expect the Director of the Center for Educational Cooperation to consult with the Secretary on an informal basis from time to time.

(3) Additional consultation will take place during the meetings of the interagency Council on International Educational and Cultural Affairs chaired by the Assistant Secretary of State for Educational and Cultural Affairs. It is expected that the Center for Educational Cooperation Director will attend those meetings. The Secretary of the Smithsonian Institution now attends as an official observer.

(4) We fully support the provision in Section 5(b) of H.R. 14643 which authorizes the Secretary of HEW to "utilize the services and facilities of any agency of the Federal Government and of any other public or nonprofit agency or institution" in administering the provisions of this legislation.

The Smithsonian Institution is both public and private. Its unique role to "increase and diffuse knowledge among men" will provide a most valuable source of advice and assistance to HEW in planning and carrying out the objectives of the International Education Act. Further, with respect to developing graduate centers under Section 3 of the Act, undoubtedly the academic community will continue its historic consultation with the Smithsonian Institution.

10. As the measures are now written, could the Smithsonian participate under Section 3? If it cannot, could the Department as a legislative service supply language enabling the resources of this agency to be utilized?

Under section 3 of S. 2874, grants may only be made to institutions of higher education (including combinations of such institutions). Under sections 3(a) and 4(a) of H.R. 14643 (as passed by the House) grants could also be made to "public and private nonprofit agencies and organizations * * * when such grants will make an especially significant contribution to attaining the objectives of this section." The House language, therefore, would permit participation by the Smithsonian Institution. We prefer the House language.

The Library of Congress, a Federal institution which would not be eligible under either the House or Senate language of the International Education Act, may well have important contributions to make to the functioning of the proposed legislation. If the Congress should desire to make the Library of Congress eligible for grants, then:

In S. 2874, on page 2, line 17, insert the following new sentence as the second sentence of Section 3(a): "The Secretary may also make grants for the same purposes to the Library of Congress."

In H.R. 14643, on page 3, line 2, after "scholarly associations" insert "and the Library of Congress."

RESPONSE OF THE SMITHSONIAN INSTITUTION TO QUESTIONS SUBMITTED BY THE SENATE SUBCOMMITTEE ON EDUCATION

This is in response to your suggestion, to provide answers to the two questions concerning the Smithsonian which you directed to the Secretary of State.

Question No. 9. "In the germination of the proposal, what advice, if any, was sought from the Smithsonian Institution? Does the Department feel that the Smithsonian could or should play a role in the further development of this program?"

Answer. The Smithsonian has participated fully in the deliberations and the development of proposals leading to the International Education Act of 1966. Dr. Charles Frankel, Assistant Secretary of State for Educational and Cultural Affairs, asked the Institutions for recommendations on how to implement the five major points in President Johnson's Smithson Bicentennial address; two of the Smithsonian's recommendations formed part of the President's message to Congress of February 2. Since that time Dr. Frankel and Dr. Dillon Ripley, Secretary of the Smithsonian, have met frequently to discuss the Smithsonian's potential contributions to foreign area studies, exchange of persons programs and other subjects related to the goals of the International Education Act. In addition, the Smithsonian is represented through official observer status on the Interagency Council on International Educational and Cultural Affairs.

We believe the Smithsonian should continue to play a role in international education programs because the promotion of basic research through international cooperation has been a traditional primary mission of the Institution. We further believe that this future role is assured by membership in the abovementioned group and by the continuing dialogue which we maintain with the Departments of State and Health, Education and Welfare.

> *Question No. 19.* "As the measures are now written, could the Smithsonian participate under Section 3? If it cannot, could the Department as a legislative service supply language enabling the resources of this agency to be utilized?"

Answer. Under Section 3(a) of S. 2874, as now written, grants could be made only to "institutions of higher education." Although the Smithsonian Institution, by virtue of its many graduate and undergraduate programs, is an "institution of higher education," it does not grant degrees, and this phrase has been defined in other recent education legislation to mean only degree-granting institutions. Thus, the Smithsonian, as well as other scholarly and professional organizations which can make truly significant contributions to the purposes of the Act, (e.g. American Council of Learned Societies, Brookings Institution, American Museum of Natural History, Asia Society, American Historical Society, etc.) might be excluded from the granting provisions of Section 3(a); and also for the same reason, from Section 4(a) of S. 2874.

It is respectfully recommended that both Section 3(a) and 4(a) of S. 2874 be amended to add the following sentence, which appears in Sections 3(a) and 4(a) of H.R. 14643:

> "The Secretary may also make grants to public and private nonprofit agencies and organizations, including professional and scholarly associations, when such grants will make an especially significant contribution to attaining the objectives of this section."

This language will cover the Smithsonian and other non-degree-granting organizations whose activities and resources are germane to the purposes of the Act.

If you consider it appropriate, we would be pleased to have our views on the above question made part of the record, since they go beyond the Smithsonian and are concerned with all non-degree-granting institutions which can contribute to the purposes of the Act.

Thank you again for the opportunity to testify.

Sincerely yours,

JAMES BRADLEY,
Acting Secretary.

Senator MORSE. To my colleagues on the subcommittee may I say that Mr. Warner has been presenting testimony on behalf of Mr. Ripley, Director of the Smithsonian Institution. He is the last of our scheduled witnesses on the international education bill. I am sure you are going to find my colleagues of the committee as we go through the record that it has now become a very strong record although it started out as a very weak record.

Senator Yarborough, you will remember the hearing we had when the chairman presented a list of more than 50 questions to the Department of Health, Education, and Welfare, and the State Department asking for answers because he found it necessary to warn both the Department of Health, Education, and Welfare, and State that the bill was in serious difficulty within this committee, because we had not received the information we thought essential.

I announced before you gentlemen arrived we couldn't have received finer cooperation than we have received from both the Departments in the answers that they have filed to those more than 50 questions.

Are there any other witnesses that wish to be heard? If not, let the record show that the Chair now formally closes——

Senator YARBOROUGH. Mr. Chairman, may I say a word?

Senator MORSE. The Senator from Texas.

Senator YARBOROUGH. I want to say I was here in time to hear Mr. Warner's statement. I want to express my regret that I was late this morning, but I have been working on some amendments to the Economic Opportunity Act which I intend to offer in executive session later this morning.

As one of the cosponsors of the Senate bill, S. 2874, for this strengthenging of American educational resources for international studies and research, I am very much interested in this subject and have been since I worked my way to Europe on a cattle boat when I was 18 years of age and stayed there a year.

I have been in this for more than two-thirds of my life, and I am glad to see that you leaders in education are working out a framework under which we can do more about this. I have been looking through these statements. I will read all of them.

AMERICAN UNIVERSITY, BEIRUT

Is Dr. Dixon still here? Just one brief question. Dr. Dixon, in this center that you have established in Beirut, is that run through the American University in Beirut, or where is this physically located?

Dr. DIXON. At the American University.

Senator YARBOROUGH. At the American University?

Dr. DIXON. Yes.

Senator YARBOROUGH. When I was there in 1962, I was advised that more graduates of that university, founded by two Presbyterian ministers from New York State in the 1860's, took part in the drafting of the U.N. Charter in San Francisco than did the graduates of any other university or college.

Dr. DIXON. I think that is correct. When I was there 2 months ago, they lay claim to the fact, and with supporting evidence, that they had produced the vast majority of the leaders of the Arab world.

Senator YARBOROUGH. That is what they told me too and I expect to be in Beirut Friday night of this week, if all goes well. Thank you.

Senator MORSE. Will you give me your proxy?

Senator YARBOROUGH. Yes, sir.

Senator CLARK. Mr. Chairman.

Senator MORSE. Senator Clark.

Senator CLARK. Unfortunately I did not see my good friend, Jim Dixon, when I came into the room this morning. He served with high distinction form 1952 to 1956 as Commissioner of health when I was mayor of Philadelphia. He revitalized, reorganized, modernized, streamlined, and made, I think, the health department the best in any city of the country. He went from his career as a public health specialist to become president of Antioch College where he has also made a splendid record. I would like this record to show my great admiration and affection for him and am delighted that he has come to give us some helpful testimony on this legislation.

Senator MORSE. In view of that statement, I am sure you will not be surprised to hear the chairman say that he made a very valuable contribution to the record of the hearing on this bill this morning.

Senator Yarborough. Mr. Chairman, is Dean Bailey here?

Senator Morse. I think he left.

Senator Yarborough. I regret that he left. I have in his book on the new Congress which I have read. We didn't entirely reach the same conclusions as our colleague from Pennsylvania that it was the sapless branch.

(Off the record.)

Senator Clark. He is a wonderful man and I am delighted for his helpful testimony.

Senator Yarborough. Thank you, Mr. Chairman, and thank you for being here and finishing this hearing which Senator Clark and I are both very much interested in.

CLOSING OF HEARINGS

Senator Morse. I want to say, gentlemen, that all the witnesses this morning made very appropriate and final statements for this record.

There being no other witnesses, the chairman now formally closes the public hearing on S. 2874, the International Education Act of 1966, advises both majority and minority counsel, if I may have their attention, to be prepared with necessary memorandums or advice to the committee in regard to any areas of this record that will call for decisions on the part of the committee. I will keep the record open as I earlier announced until 5 p.m., Thursday of this week, but I ask counsel to start sending a manuscript to the printer today so that we can have the printed copy by the end of the week.

I shall do my very best, if I may have the attention of my colleagues, that is why I asked Senator Yarborough for his proxy, in view of the fact he told me he is going to be in Beirut at the end of this week.

Senator Yarborough. I won't leave until Friday morning, Mr. Chairman.

Senator Morse. That is when I will have my first markup.

Senator Yarborough. I was hoping you could bring the bill out before Friday.

Senator Morse. With your instructions, I shall vote you without error. I would like, gentlemen, to try to get this bill to the full committee the early part of next week if we are going to have action on it before adjournment. Any memorandums can be filed, Mr. Counsel, by 5 o'clock Thursday. I particularly want the memorandums from the departments that I have called for submitted by that time.

If there is no further comment on the hearings, the hearings are hereby declared closed. We will now go into executive session on the poverty bill.

(At this point in the hearings record, at the direction of the chairman, are inserted correspondence, memoranda, and materials relative to the measures under consideration, as follows:)

U.S. SENATE,
COMMITTEE ON APPROPRIATIONS,
September 8, 1966.

HON. WAYNE MORSE,
Chairman, Subcommittee on Education, Committee on Labor and Public Welfare,
U.S. Senate, Washington, D.C.

DEAR MR. CHAIRMAN: Enclosed for your interest are copies of letters from Dr. William R. Wood, President of the University of Alaska, and Dr. Robert D. Porter, Acting President of Alaska Methodist University. Both of these gentlemen have commented to me on the provisions of H.R. 14643, the International

Education Act of 1966. I particularly desire to call your attention to the letter written by Dr. Porter. He raises what, to my mind, is a very valid point. He believes that placing the authority for judging the value of courses developed through grants under the terms of the proposed Act in the Office of the Commissioner of Education is contrary to the principle of academic freedom from governmental control and direction. You will note that in his letter of September 2 Dr. Porter suggests that existing associations of institutions of higher education be used for the administration of the International Education Act rather than the Office of the Commissioner of Education.

I would urge that the Committee give careful consideration to Dr. Porter's views. We have used the type of organization Dr. Wood suggested, more or less, in the distribution of grants to the National Science Foundation, the National Foundation on the Arts and the Humanities, and in other respects. Those systems are working well and I would hope that much the same sort of system might be established in the administration of the International Education Act.

With highest regards, I am

Sincerely yours,

E. L. BARTLETT.

UNIVERSITY OF ALASKA,
College, Alaska, August 11, 1966.

Senator E. L. BARTLETT,
U.S. Senate
Senate Office Building,
Washington, D.C.

DEAR SENATOR BARTLETT: I appreciate your calling my attention H.R. 14643, the International Education Act of 1966. It seems to me that its provisions will not only expand and strengthen existing programs of international studies, but also encourage research and new programs in this significant area.

As you know, we are particularly interested here at the University of Alaska in finding means of using our unusual geographical location to meet both local and national needs. One of our projects now in the planning stage is a language and area center that would specialize in countries of the Arctic and sub-Arctic. The provisions of Section 3 *Centers for Advanced International Studies* would be particularly helpful in this connection.

I especially urge that, where national interests are clearly served, federal grants cover the full cost of the program as in the case of NDEA institutes. Frequently a matching fund requirement will block or seriously delay a worthwhile undertaking when local matching funds are insufficient.

I am certain that H.R. 14643 will offer greater opportunities for our college youth to become more knowledgeable and competent in the important area of international studies.

Sincerely yours,

WILLIAM R. WOOD, *President.*

ALASKA METHODIST UNIVERSITY,
Anchorage, Alaska, August 19, 1966.

Senator E. L. Bartlett,
Attn.: Mr. DAVID E. PRICE, *Research Assistant*
Senate Office Building
Washington, D.C.

DEAR MR. PRICE: Dr. McGinnis has just left Anchorage on a well deserved leave and expects to be away for at least three months. He has asked that I reply to your letter concerning the proposed International Education Act, H.R. 14643.

Although I have not had time to consider all of the testimony presented in the hearings held by the House Committee, I have read the bill and the statements by Secretary Gardner and by others whom I know personally. I have a deep concern in the legislation proposed. For almost fifteen years I served as advisor to foreign students at the University of Washington; for the last five I was concerned with helping to develop the international commitments of the university. I could not agree more heartily with the rationale for and purposes of this legislation. It is my conviction that a nation such as ours demands leadership which is aware of both the problems involved in international affairs and the absolute necessity of developing the means by which these problems can be solved without resort to violence. Such leadership is, however, handicapped if not completely frustrated in its purposes if the electorate is not able to understand the problems involved nor convinced of the necessity of their solution. I believe that real improvement in the handling of international matters requires that the American people understand what is involved and support intelligent attempts at improvement.

H.R. 14643 is aimed at increasing the ability of American higher education to prepare leadership and to educate those who must support such leadership. It is already late to begin but we cannot start earlier than now.

I am uncomfortable, however, about the implementation of the purposes of the legislation. While section 6 prohibits the "exercise" of control over educational institutions, the wording of the act clearly authorizes the Secretary of Health, Education, and Welfare not only to evaluate institutions but to penalize institutions which do not, in his judgment, meet his specifications by refusing grants, and to reward those which do follow his specifications by making grants. It is obvious that judgment must be exercised and, when funds are limited, support can be given only to the proposal most likely to support the purposes of the legislation. If that judgment is made by the Secretary or by his appointee, then section 6 of the legislation is violated—control has been exercised.

I am certain that the purposes of this act would be far better served if the legislation placed the implementation of its purposes in the hands of the institutions of higher education. Educators are, on the whole, as eager as any agency of government to carry out the purposes suggested and as dedicated to finding the most effective programs for the purposes. In addition, they have been making these judgments and learning by their mistakes for many years. Education to achieve a worthy goal is the area of expertise of educators. If the Congress would demonstrate its confidence in American higher education by requesting the educational community to establish guidelines and provide an administrative structure for the program, subject of course to regular reporting and reasonable procedural safeguards, I am certain that more effective programs would result. In addition, there would be much less reason to complain of governmental controls.

I am certain that the educational community is capable of acting as a full partner in the area of international education and that, as a full partner with the government, could better marshal its resources to effect their common purposes.

Sincerely,

Robert D. Porter,
Acting President.

Alaska Methodist University,
Anchorage, Alaska, September 2, 1966.

Senator E. L. Bartlett,
Attn.: Miss Mary A. Nordale, *Research Assistant*
Senate Office Building,
Washington, D.C.

Dear Miss Nordale: I am sure that your response to my letter of August 19 was very much more prompt than mine to David Price. No apologies needed for the delay.

My concern for freedom for colleges in developing programs in international education is a result of the very real pressures which most universities now feel because of Federal programs. It is easy to say that a university need not submit to such pressures, they do not have to participate in any program of Federal grants. However, failure to do so may seriously handicap a university in development its financial resources since private foundations tend to be unwilling to duplicate Federal programs. As a result, a university, to keep up with the development of education, is often forced to accept Federal restrictions or directions in order to secure Federal grant funds.

If Federal funds were appropriated to independent agencies created by an organization now representing higher education, the universities themselves could determine program limitations and directions and make grants to individual institutions of higher education in keeping with higher education's goal. I do not feel that the accrediting associations are intended or staffed for such a purpose. The American Council on Education, through the Council on Higher Education, might be in a position to administer programs in international education or to assist in the design of an independent agency for that purpose. The Association of American Colleges is another representative association which might be approached, either to administer a program or assist in setting up an agency for that purpose.

The Conference Board of Associated Research Councils was designated by the State Department to administer a program of faculty grants for study abroad established under the Smith-Mundt Act. Perhaps this experience might provide a suggestion for the administering of the present international education act.

Sincerely yours,

Robert D. Porter,
Acting President.

U.S. Senate,
Washington, D.C., June 3, 1966.

Hon. Wayne Morse,
U.S. Senate,
Washington, D.C.

Dear Wayne: I received a letter from Mr. Robert DeBry, Executive Director of the Foreign Language League Schools in Salt Lake City, Utah, informing me of a letter and a proposal which he has sent to you containing certain amendments to the proposed International Education Act of 1966.

I am sure, by this time, you have received his letter and are familiar with the proposals which he has made. After reading over the material, I find it most interesting and, therefore, request that your Committee carefully examine these amendments to see if they might be added to the proposed act.

Your fine assistance and consideration in the past is deeply appreciated and I am sure that Mr. DeBry and his associates will be grateful and any consideration which you might give to their proposed amendments.

Sincerely,

Wallace F. Bennett.

U.S. Senate,
June 28, 1966.

Hon. Lister Hill,
Chairman, Committee on Labor and Public Welfare,
U.S. Senate, Washington, D.C.

Dear Lister: Attached is a copy of a statement by President Delyte W. Morris, President of Southern Illinois University, Carbondale, Illinois, would like to have inserted in the record of the hearings on the International Education Act of 1965 which passed the House on June 6th.

Sincerely,

Everett M. Dirksen.

Prepared Statement of Dr. Delyte W. Morris, President, Southern Illinois University, Carbondale, Illinois

Southern Illinois University has been active in international affairs for the past several years. Our philosophy regarding the service and leadership roles which a university should play in the society which sustains it supports this involvement. SIU is participating in development programs in Vietnam, Afghanistan, and Mali under A.I.D. sponsorship; in Nigeria under a Ford Foundation grant; and in Senegal under Peace Corps sponsorship. We are providing training and education for some 500 students from other lands and we host from 50-75 foreign visitors each year for short observational programs. Special international training programs, short courses, and seminars are offered in the fields of agriculture, crime correction and the study of delinquency, and educational administration. We have provided training programs for Peace Corps groups in Niger, Senegal, Honduras, Tunisia, Nepal, and Guinea. Our faculty and graduate students participate extensively in the Fulbright and other exchange programs. We sponsor opportunities for summer study abroad for both graduate and undergraduate students.

The growing international involvement just described has been subsidized in large part by external financing. However, the University has assumed a substantial portion of the financing. Of more significance, however, is the fact that we have identified areas of potential service which could make our contribution more meaningful, and we have not been able to move in these directions because of lack of funds. We are interested, also, in strengthening our capability to participate in development programs in those areas where our resources are in demand.

We have been seeking ways in which we can utilize effectively the resources represented in overseas operations and hosting of foreign nationals to enrich and transform our regular instructional and research programs. In particular, we would like to bring more international content into the curricula and to inject international perspectives and dimensions into the total educational experience at Southern Illinois University. Special study groups, faculty institutes and seminars, pilot programs, and curricular research are needed to accomplish these aims. Again special funding is needed.

This background of involvement, identified needs, and ambitions in the field of international education motivates strong interest in the new forces which appear to be moving in this area. We have noted with enthusiasm the President's Smithsonian Address and the subsequent message to Congress on international education. If the requests and recommendations embodied in these messages are indeed implemented the limitations which have prevented a more effective participation and involvement will be removed.

Accordingly, I wish to go on record as strongly endorsing the proposed new legislation introduced in February, 1966 by Representative Adam C. Powell and by Representative John Brademas (H.R. 12451 and H.R. 12452 respectively). It is my belief that the new grants proposed in this legislation as well as the proposed amendments to Title VI of the National Defense Education Act will enable American education at all levels to move oncoming generations nearer to the important goals of international understanding and world peace.

Beyond this, it is our hope that the other parts of President Johnson's message on international education may be implemented quickly and effectively. In particular, the proposed new Center for Educational Cooperation presents bright hopes to those of us who have been concerned with the restrictions imposed on existing agencies relating to the creating and strengthening of U.S. institutional resources in support of international education efforts. Since it appears that this new center may be in a position to play a key role in carrying forward the broad purposes of the new thrust in this area we are hopeful that it will be effectively organized and adequately staffed and that programs and responsibilities will be soundly conceived. Again I want to go on record as supporting strongly the proposal to establish the Center for Educational Cooperation to serve as a focal point of leadership in international education.

Those of us who have been working in the international field for some time are excited and challenged by the new horizons now opening in this field. We believe that the major streams of crisis in the world today can be met only by enlightened participation of people from all nations and from all classes of society within each national group. Education faces the challenge of bringing about this enlightenment and we are late in getting at the task.

Southern Illinois University urges strongly the passage of H.R. 12452 and issuance of executive directives to implement the supporting elements of the President's Message to Congress on International Education.

U.S. SENATE,
COMMITTEE ON AGRICULTURE AND FORESTRY,
August 4, 1966.

Hon. WAYNE MORSE,
Chairman, Subcommittee on Education, Committee on Labor and Public Welfare, U.S. Senate, Washington, D.C.

DEAR MR. CHAIRMAN: Dr. Ellis Sandoz, Associate Professor of Political Science and Philosophy, Department of Social Sciences, Louisiana Polytechnic Institute, Ruston, Louisiana, has contacted me in reference to his support of S. 2874, the International Education Act of 1966.

So that your Committee may have the benefit of his views, I am enclosing a statement which he has prepared. I will appreciate the consideration of this statement by your Committee and ask that it be made a part of the record when hearings on the measure are held.

Thanking you for your consideration and with kindest personal regards, I am,

Sincerely yours,

ALLEN J. ELLENDER,
U.S. Senator.

Prepared Statement of Dr. Ellis Sandoz, Associate Professor of Political Science and Philosophy, Louisiana Polytechnic Institute, Ruston, Louisiana

INTERNATIONAL EDUCATION ACT OF 1966

The International Education Act of 1966 as passed by the House of Representatives (H.R. 14643) and pending before the Senate (S. 2874) is an important piece of legislation and deserves final enactment. It is a partial implementation of proposals made by President Johnson in his Message on International Education on February 2, 1966, as contained in Section I, paragraphs 5 and 6:

> 5. *Support Programs of International Scope in Smaller and Developing Colleges.*—Many of our nation's institutions have been unable to share fully in international projects. By a new program of incentive grants administered through HEW these institutions will be encouraged to play a more active role.
>
> 6. *Strengthen Centers of Special Competence in International Research and Training.*—Over the past two decades, our universities have been a major resource in carrying on development programs around the world. We have made heavy demands upon them. But we have not supported them adequately.
>
> I recommend to the Congress a program of incentive grants administered by HEW for universities and groups of universities—
>
> (a) to promote centers of excellence in dealing with particular problems and particular regions of the world.
>
> (b) to develop administrative staff and faculties adequate to maintain long-term commitments to overseas educational enterprises.

In addition, this act contributes in a degree to the further stated objectives of the President in Sections II and IV of the February 2 Message which pertain to teacher and student exchanges between United States and foreign institutions and to the increased availability of grants to foreign students of exceptional leadership promise who wish to study in the United States.

The particular merits of this legislation can be enumerated as follows:

1. It is aimed at both increasing expert proficiency within the American academic community in the whole area of international relations and at coming to grips with the pervasive problem of illiteracy in our society with respect to the fundamentals of international affairs.

The program is largely to benefit American understanding of the world in which, not only must we live, but in which we play the role of leading power. Policy formulation as well as policy execution have in even the immediate past been hamstrung both by fundamental ignorance of the conditions of international politics in persons highly placed and by a poorly informed general public. This Act provides for incentive grants to strengthen graduate level programs in all aspects of international affairs through the establishment of centers for advanced international studies. It encourages cooperation among regionally contiguous institutions in the creation of such centers. It provides "grants . . . to cover part or all of the cost of establishing, strengthening, equipping, and operating research and training centers, including the cost of teaching and research materials and resources, the cost of programs for bringing visiting scholars and faculty to the center, and the cost of training, improvement, and travel of staff for the purpose of carrying out the objectives of" such programs (Sec. 3 (b), H.R. 14643).

This is commendable and will serve to broaden the base of expertise in international affairs so essential to a successful and intelligent policy. It is commonplace to the point of triteness to say that man's knowledge of nature has outstripped by far his knowledge of himself and his social existence. The world in which we live and lead is itself increasingly complex and interdependent. The time has come to pay some particular heed to this fact and to recognize that energetic attention to the better understanding of international political existence is a matter of life and death and of highest priority on the scale of national interests. This act takes a significant step in this direction. It is of utmost importance that a measure of at least this scope promptly be moved to final passage by the Congress and that the authorized funds (which are minimal) be fully appropriated.

2. The general educational aspect of this act is its second feature of especial merit. If it is imperative that the caliber of our specialists in all the various aspects of foreign relations be improved and their number multiplied, it is equally

urgent that the search for talent be vigorously prosecuted and that the average college and university graduate be conversant with the elementary facts of life in international politics. Section 4 of this Act authorizes "Grants to Strengthen Undergraduate Programs in International Studies." As Secretary Gardner remarked in his statement on this act before the House committee: "It is of greatest importance to American undergraduate learning that we expand from the NDEA training of specialists concept and establish a broad base in the colleges and universities for educating our young people as generalists and citizens."

The thrust of benefit in stimulating undergraduate instruction in this area is, as suggested, twofold. It will serve to identify with greater effectiveness undergraduate students with inclination and ability in the area of international politics and better prepare them to do graduate work of excellence. Sound undergraduate preparation is simply indispensable to effective graduate work. This is a weak link in our present educational system in this area. Our undergraduate students in the vast majority of the 2,000 degree-granting institutions of higher learning in the country simply have too little opportunity to become acquainted even in a superficial way with even the Western world—not to speak of the two-thirds of mankind encompassed in the non-Western world. The social sciences generally need the kind enterprising attention in the undergraduate years (as well as in the elementary and high schools) that the natural sciences have begun receiving in the past decade. The future natural scientist and technologist needs the benefits of a more liberal education than he is apt to receive at the majority of our colleges and universities. The future social scientist needs an earlier and more thorough grounding in the language, literature, history, geography, sociology, philosophy, and politics of both the major non-western civilizations and the vast areas of the world where the newly emergent nations are to be found—the so-called developing areas. It is sheer mockery to suppose (to take one crucial example) that our acute shortage of Far Eastern experts can really be remedied if "specialists" in this field gain their formal academic familiarity with the literature and conditions of historical existence of these peoples only in the three or four year period of post-graduate study. This is a problem of urgent importance that this Act will serve to begin to meet.

No less important is it that the half million persons being awarded bachelor's degrees each year from American institutions of higher learning have increased familiarity with these subject fields. In the academic year 1963–1964, out of 617,716 degrees granted by our institutions there were 14,490 doctorates and 101,122 master's degrees. This means that, at the current rate, roughly 82 per cent of our "educated" people end formal training with the undergraduate degree. This significantly large segment of our citizenry must receive more effective instruction in this neglected area than is today possible.

Inasmuch as our nation is committed to the realization of democratic principles which involve a universal participation in the processes of self-government, it is clearly imperative that the general run of our citizenry be conversant with the realities of world politics. Without this rational policy formulation will be impaired and the execution of policies which are demanded by the nation's interest will become increasingly difficult. Education in international affairs is essential if valid policies are to be persuasive to the electorate. Since we are neither a nation with a deep historical interest in foreign affairs, nor one whose domestic political experience under the rule of law equips it well for understanding the power brawl of international affairs, a purely educational problem is posed. This problem arises out of recent world history. It is a national problem that properly should be and, indeed, must be met with the assistance of public funds. Only since World War II has the United States been unequivocally thrust into the position it presently occupies as the leading world power. Throughout most of our history we have been more inclined to heed Washington's advice and steer clear of entangling alliances than to conduct an enterprising foreign policy. Certainly we have never until the present period been compelled to conduct foreign relations on anything like a comprehensive global scale. That we do so today remains a matter of reluctant obligation, one that is distasteful and but ill-understood by a sizeable segment of our population.

This obligation is, however, an ineluctable necessity upon which not only our national well-being but our very existence in the present and for all foreseeable future time is dependent. The acceptance of this obligation, its implications, and its rational fulfillment overtime cannot safely be entrusted to a handful of knowledgeable political leaders, government experts and university professors.

It must become a part of the public consciousness. And this objective can be reached only by means of education, the core of which is imparted in formal academic instruction to be supplemented and popularized by the mass media of communication. The International Education Act of 1966 is a well-conceived and rational attack on a task of crucial importance to the national interest. While it certainly is no panacea to the nation's general ignorance of world affairs and can only be regarded as a small and belated beginning, it is in all respects commendable and strikes at the very roots of an urgent problem.

This Act (as perhaps needs to be made clear) is neither another foreign aid program, nor another welfare scheme, nor simply another foot-in-the-door to "Federalize" American education, nor merely another pork-barrel opportunity. This measure deserves enthusiastic support from Democrats and Republicans, "liberals" and "conservatives" alike. It serves the national interest, however one may wish to define that expression. It gives hardheaded and factual attention to this interest. And there can be little doubt that it will pay a greater and more assured return on the taxpayer's dollar and greater benefit to the individual citizen in the long run than many other more expensive pieces of legislation of either the past or the future.

Most of us who are professional educators can correctly be suspected as prejudiced witnesses when our testimony is taken on a Congressional enactment that will benefit education in this country. Most of us regard education as a high goal in itself, even if many of us scruple against the increasing identification of the general business of education with various national political policies. Education must primarily serve truth and not be tendentiously subservient to political interest if it is to preserve integrity and deserve the name: truth and even noble political sentiment are not always compatible. Yet there is a basic connection between good government and education, as Plato was at pains to explain in his *Republic* more than two millennia ago. And since Thomas Jefferson it has been clear to Americans that, in a democratic republic, an effective program of public education is an inseparable prerequisite to just and intelligent rule. No philosophy of government and education nor any factious vested interest is, however, at stake in the particular legislation before us. On the one hand this is an authorization to stimulate greater attention to a neglected sector of education that is strategically pertinent to intelligent political conduct by this nation's people and leadership. Hence, while it is justifiable and worthwhile in itself that we understand better the structure and dynamics of world politics in all its generality and particularity, the occasion for this legislation is that it is absolutely essential to the nation's well-being that we improve this understanding. On the other hand, the Act itself specifically affirms that educational enterprises launched under its auspices shall retain their objectivity insofar as governmental interference in them might possibly serve to pervert this essential integrity. Section 6, entitled "*Federal Control of Education Prohibited*," reads: "Nothing contained in this Act shall be construed to authorize any department, agency, officer, or employee of the United States to exercise any direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution."

That there is *need* for increased understanding of international affairs at both the specialist and the general levels—and hence, for legislation of the present kind—scarcely requires documentation. One has only to be reminded that at the beginning of the Cold War in the late 1940's Columbia University was alone among the nation's universities with a significant area program in Soviet studies. As late as 1952 Columbia and Harvard were alone as major centers of Chinese studies in this country, and the shortage of Far Eastern specialists is still so acute that demand is easily twice the supply available. In a poll taken earlier this year 28 per cent of the American people did not know that the communists ruled China, and it is estimated in a study published by the Carnegie Corporation that only 10 to 15 per cent of all U.S. graduates get any significant exposure to international affairs. Dr. Frederick Burkhardt, president of the American Council of Learned Societies, has stated that the Vietnam crisis found us trying to formulate policies of vital importance with no more specialists on that area than "could be counted on * * * the fingers of my two hands."

While political science is only one of the disciplines concerned with international affairs, it is the controlling one, and degree statistics are suggestive of the problem here also. Of all college and university degrees conferred in 1963-1964, degrees in all the social sciences taken together (including the fields of general social sciences, economics, history, political science and government, sociology, agricultural economics, industrial relations, public administration, social work, and social administration) comprised 15 per cent of the total. Ph. D.'s awarded in that area constituted 12 per cent of the total number of doctorates conferred. Political science degrees were 2.2 per cent of all degrees conferred; doctorates in political science comprised 1.8 per cent of the total doctorates conferred and less than 15 per cent of the total doctorates in the social sciences conferred. If one bears in mind that international relations is a sub-field of the political science discipline, these statistics supply one index to a significant educational need in our society.

3. A third merit of this legislation is the provision in Section 4(c) for equitable distribution of funds "throughout the States while at the same time giving a preference to those institutions which are most in need of funds for programs in international studies and which show real promise of being able to use funds effectively." The merit of this provision lies particularly in the promise to small and medium-sized institutions that financial assistance may well be forthcoming to expand or even to create the programs in international affairs at the undergraduate and graduate levels that are presently incapable of being supported by current revenue.

Past distribution of educational funds under Federal programs has too completely followed the principle of "operating from strength"— to the neglect of the vast majority of smaller institutions of higher learning. It simply is not true that all the talent and all the important activities in American higher education are concentrated in the big centers. This fact needs recognition. To an increasing extent it is the smaller institutions that are absorbing the tremendous burgeoning of college and university students while the larger institutions continue to tighten admissions standards and raise tuition fees to restrict enrollment. At the same time, the larger institutions are far more adequately financed and more consistently recipients of the cream of both private and Federal funds available for education.

The general insistence upon a "equitable" distribution of funds in practice usually seems to come down to making the bulk of a State's share available to the one or two largest institutions in the State. It is to be hoped that this vicious cycle can be broken under the administration of the pending Act. Candor requires it to be noted, however, that there is little assurance of any such change in the testimony as published in the *Hearings before the Task Force on International Education* of the House Committee on Education and Labor. The "undergraduate" colleges *par excellence* are precisely the small and medium-sized institutions that cannot afford the luxuries of an elaborate program in international affairs on their own but must defer this expense in favor of such pragmatic curricula as those in business, engineering, natural sciences, and teacher training. In such institutions the "social sciences" generally are a "service" area where "non-technical electives" can be found. This is, to be sure, partly a curriculum problem; and greater motivation to curriculum revision and modernization is imperative. Yet it is the businessmen, the engineers, the scientists and technicians, as well as the classroom teachers in the elementary and secondary schools who are precisely the people most needful of more adequate understanding of international affairs. They, indeed, become the men of affluence and influence in the community, the persons of respected status in society, the teachers of future generations in public school systems, the citizens who seek responsibly to participate in politics—who vote, influence opinion and gain election to office.

The true test of the effectiveness of the general education aspect of this legislation lies in whether these run-of-the-mill institutions across the country—the ones that are doing the fundamental chores of education and are bearing the prinicipal burden of basic undergraduate instruction—will find favor under its provisions. To judge from the language of the Act it seems almost incontestable that it is the intention of both the President and the Congress that they should. The crucial question, however, lies in the administration of the Act and the criteria to be utilized in processing projects applications. The evidence here is not reassuring. In line with the principle that a little leavens the lump, it needs to be considered that comparatively modest grants to smaller colleges and universities can have a transforming effect on the whole atmosphere of such institutions. Among other things, the essential but agonizingly difficult task of streamlining and liberalizing professional and vocational curricula can be speeded so that time is created in over-specialized undergraduate programs for attention to international politics. This Act should be so administered as to alleviate the sometimes acute alienation of instruction-burdened faculties from the mainstream of progress in the various fields of education. It is not uncommon in, for example, state colleges for faculty members to be required to teach a 15 semester hour load, to instruct from 200 to 400 (or even more) students each semester without benefit of graduate assistants, to maintain two-hour conference periods six days each week, and still to be expected to maintain professional competence through research and publication. The magnitude of the tasks of such faculties should not be multiplied and compounded by the Government's seeing in these very conditions sufficient grounds to deny projects requests. Rather, funds available under the present Act and under related legislation should conscientiously be allocated to help remedy such situations.

Precisely here lies the real challenge to undergraduate education in the United States as it exists today. The choice is between fostering education and settling for training. The *them-that-has-gits* attitude in the administration of programs of the present kind must be abandoned if this challenge is to be met. And there is assurance that the challenge will increase in acuteness in the coming years.

The desire to serve excellence and not to squander public funds by spreading too thin or by investing where probability of justifiable return appears to be low is commendable and well noted. But excellence is not an absolute monopoly of the great centers and of the educational establishment concentrated along the axis of the Boston to Washington corridor. It should not be too easily assumed that that academic excellence is foreign to the capability and aspiration either of administrators charged with the task of meeting educational needs in marginally-financed state institutions or to the faculties assembled in these places. Nor should it be readily concluded that excellence is somehow better served if public funds are added to the relatively abundant revenues of stronger institutions while financially weaker ones are left to shift for themselves without assistance and are, in effect, written-off as educational forces in the society. Neither should the matter of a "return" on funds invested be given doctrinaire definition. For instance, it would seem to those of us situated in the hinterlands of the American educational world that the basic return for assistance to undergraduate instruction under the present Act might well be assessed by the rudimentary criterion of the effectiveness of programs in augmenting students' understanding of international affairs. If this view has validity, then much of the complex paraphernalia of the "inventory of institutional resources" presently employed in applications procedures under the NDEA could be dispensed with in programs applications under Section 4 of the International Education Act. Certainly *any* reduction in the red-tape of procedures would be a service to smaller institutions which seek assistance and can but ill afford to hire a public relations specialist to draft proposals to HEW. There is, indeed, a question of great competition for limited funds, of priorities and criteria; but it would seem that careful consideration might be given development of a new formula for the administration of the pending legislation especially as it pertains to undergraduate programs.

Lastly, it is to be hoped that the legislation in the Senate and conference stages can remedy the serious deficiency in Section 4(a) by amending H.R. 14643 at line 15 by adding: "(7) development of library collections and staff." No academic progra[illegible] any level can succeed unless the literature of the field is available in the [illegible]ry, and no significant expansion of library acquisitions can occur without at[illegible]on to the needed increase in staff. This matter was so authoritatively called [illegible]o the attention of the House committee that it seems mere oversight that the measure was not amended to the above effect before it left that chamber. Otherwise, this excellent measure deserves passage as it presently stands; and its legislative friends should see that the funds are appropriated to put its provisions fully into effect in fiscal year 1967 and in the remaining 4 years of its duration.

ENCYCLOPAEDIA BRITANNICA,
New York, N.Y., September 21, 1966.

Senator WAYNE MORSE,
U.S. Senate, Washington, D.C.

DEAR WAYNE: I hope I don't have to tell you how deeply interested I am in the President's program in the field of International Education. I like to think that my interest rivals your own.

Of course the International Education Act before you, H.R. 14643, represents only part of the President's program. I have a special interest in it in my role as U.S. Ambassador to UNESCO—but I'd be enthusiastic about the program if I had never heard of UNESCO.

Perhaps I should be asking you how I can help, rather than urging you on. How can I help?

Sincerely yours,

WILLIAM BENTON,
Publisher and Chairman.

P.S.—I don't know if you saw my speech of last Spring, on Education as an Instrument of Foreign Policy, before the American Academy of Political and Social Science. I am enclosing a copy for your information.

Address by William Benton

Education as an Instrument of American Foreign Policy

Remarks of

Hon. J. William Fulbright

of Arkansas

in the

Senate of the United States

Monday, May 9, 1966

503

Education as an Instrument of American Foreign Policy (Address by William Benton)

REMARKS

OF

HON. J. W. FULBRIGHT

OF ARKANSAS

IN THE SENATE OF THE UNITED STATES

Monday, May 9, 1966

Mr. FULBRIGHT. Mr. President, the Committee on Foreign Relations will soon make its recommendations, and the Senate will consider the continuation of our foreign aid program. One of the most important elements of foreign aid, and perhaps the element of most lasting significance, is assistance to education.

On April 16, former Senator William Benton addressed the American Academy of Political and Social Science on the subject of "Education as an Instrument of American Foreign Policy." This address is another example of Senator Benton's consistently wise counsel, and I ask unanimous consent that his remarks be printed in the RECORD.

There being no objection, the speech was ordered to be printed in the RECORD, as follows:

EDUCATION AS AN INSTRUMENT OF AMERICAN FOREIGN POLICY

(By William Benton)

Back in the late summer of 1945—just before V-J Day—I was summoned to the service of the State Department; summoned in the fine old sense of commanded. I was to be an assistant secretary. This was in the days when there were only four assistant secretaries authorized by Congress and we had considerable standing in the city.

During my early weeks in the Department, I attended a lecture given by one of our distinguished Foreign Service career officers—later U.S. ambassador to several countries. He told us that the most significant act in international relations is the crossing of the border of one nation, without permission, by the troops of another nation.

More recently, another distinguished career officer—several times an ambassador—was asked by a Senate committee to describe the qualifications of an ideal American emissary. The single most important qualification, he replied, is the ambassador's professional judgment on when to threaten the use of force.

Here are two examples of a classical view of diplomacy. Today, however, the diplomat worried about threatening the use of force would be well advised if he headed for the telephone; the hot line isn't there to be ignored. New conditions have forced a new diplomacy.

To what extent is the new diplomacy taking over? To what extent is it clearly recognized? These seem suitable questions to raise with this academy.

When I joined the postwar State Department, I was to be in charge of the new diplomacy. This included the war-spawned activities of the OIAA, the OWI, the OSS, and other vibrant overseas agencies. It encompassed all of the Department's informational activities, domestic as well as international, including what became the Voice of America. I was also in charge of American participation in UNESCO and, indeed, of all the Department's so-called cultural activities, including the exchange of professors and students. Further—believe it or not—I was responsible for nothing less than the reeducation of Germany and Japan. Although I did not know it on the day of my command, I and my new diplomacy were not welcomed by the classical practitioners, those of whom it has sometimes been said, they are honest men sent abroad to lie for their country.

An early impulse was to call upon my old friend from the Midway, Harold Lasswell. As most of you know, Harold is a kind of one-man academy of political and social science. He knows practically everything about everything. Beardsley Ruml once called him the best educated man in America, and by this Beardsley meant the best educated man he had ever educated in his days dispensing largesse for the general education board. At my request and for the special benefit of

Congress, Dr. Lasswell abandoned his famous polysyllables and condensed the factors involved in international relations into four five-letter words. The first word was "force"—the use or the threat of armed might. The second was "deals"—meaning diplomatic arrangements. The third was "goods"—meaning economic dispositions. The fourth was the relatively new diplomacy—"words"—the open covenants openly arrived at—meaning, more precisely, propaganda, or, to use less propagandistic words, meaning information and culture in all their forms. That fourth was the great newly recognized field—my special area—important everywhere in the world but made especially important in some areas by the rise of educated electorates. Dr. Lasswell was its prophet; he was and is to the best of my knowledge the leading theoretician of international propaganda. He gently reminded me that one of the principal functions of "words" in international relations was to "economize on the use of force." Force remained the fundamental.

The title assigned me for my speech today, "Education as an Instrument of Foreign Policy," suggests that a fifth five-letter word should now be added to Harold Lasswell's quartet. The new word is "teach."

This in no way minimizes force, deals, and goods as instruments to be manipulated in the pursuit of foreign goals. Perhaps it only emphasizes that words—particularly those words and images that can fairly be called educational—will play proportionately a greater role. However, I am less sanguine of their impact than I was 20 years ago. I am less hopeful of quick progress through the new diplomacy.

Many of us then were confident, and somewhat in a hurry to prove it, that Understanding with a capital "U" could prove an answer to many of mankind's ills. We persuaded ourselves to the belief that as there were fewer misunderstandings in the world there would be fewer tensions to be relaxed and fewer relations to be improved. This seemed a recognizable goal within a realizable future.

I startled the State Department by arguing that the United States should welcome at least 80,000 foreign students a year. There were 10,000 here then, in 1946. I wrote an article in the Ladies' Home Journal entitled "Our Best Weapon—Exchange Students." One sentence in that article was based on my observations in a prewar visit to Shanghai. It read, "It is said that 40 percent of the leading civil servants in China have studied at American universities." Three years later the Communists had seized China's mainland. Today there are 90,000 foreign students here in the United States. It's wonderful; and I still argue that exchange students are a potent weapon. Should I still argue they are our best?

Has UNESCO, which has sought Understanding with a capital "U," actually contributed to peace, or even understanding? The UNESCO General Conference in November of 1964 set up a special round table to meet at the next Conference in November of this year to discuss how UNESCO has and can contribute to peace. This is in tribute to UNESCO's charter and in commemoration of its 20th anniversary.

In the 20 years UNESCO's program has undergone a swing of roughly 180° in orientation. We who pioneered UNESCO at the London Conference in 1945, where we wrote the charter, were anxious first to help repair war-devastated schools, universities, and libraries. (To that end I personally gave $75,000 of the 1946 printing of Encyclopaedia Britannica.) Our longer range perspective was focused on the more developed countries. Like the old Institute of Intellectual Cooperation of the League of Nations, UNESCO proposed to concentrate largely on the advanced countries. It would construct "the defenses of peace in the minds of men" where, traditionally, wars began. The big wars didn't begin in the underdeveloped countries.

Not foreseen by us in London was the trend that today puts more than 90 percent the UNESCO's program into helping the relatively underdeveloped countries. Can our projected UNESCO round table on peace demonstrate that this encourages peace? I hope so. But the viewpoint must be very long range. Surely it will be easy to demonstrate that the UNESCO program embraces education as an instrument of foreign policy. Yes, the word "teach" is now paramount in UNESCO. But the "defenses of peace"—

those to be constructed remain on the horizon. Education holds no quick promise of peace or even of understanding.

Still, the promise is there—even if it does not warrant an immediate or massive educational crusade. One formidable obstacle to any such crusade, very easy to understand, confronts us in the literacy figures. Seven hundred million adults—4 out of every 10 of the world's population—can neither read nor write. The number is increasing. Does this then warrant a vast worldwide campaign? Unfortunately, we are not yet ready. We don't know how to make it stick. When we do, I shall favor it. Promising starts have been made. UNESCO is sponsoring a spatter of experiments. What we learn from them we hope to expand, ultimately on a world basis. The so-called new techniques are being applied in some areas. But where choices must now be made at the adult level—and they must—I feel that first priority must go to the education of people who are being trained for jobs. Thus, it is now better to take the illiterate factory worker and teach him to read and write so that he may become a foreman than it is to stretch our present goals to the masses of illiterate peasants. Two years ago Minister of Education Torres Bodet told me that 80 percent of all Mexican children drop out of school after the first grade. But even if they didn't in many communities there are no books. Torres Bodet's goal was 50 books for every community schoolhouse. In Brazil, in most of the 50,000 primary schools, largely taught by teachers with only an elementary school education, there are few if any books. These two illustrations from these two relatively advanced countries show the complexity of the literacy problem.

How then shall the United States pursue the promise? Last autumn President Johnson signaled the wave of the future for U.S. policy, and doubtless stimulated the suggested title of my speech today, in his speech at the Smithsonian Institution. This former Texas schoolteacher had already earned himself a secure place in the history of American education by sponsoring the great congressional acts of 1965 which will raise to $10 billion a year the total Federal money going into domestic education. In the Smithsonian speech he preempted center stage in world education. The President said:

"The men who founded our country knew that once a nation commits itself to the increase and diffusion of knowledge the real revolution begins. It can never be stopped.

"We know today that certain truths are self-evident in every nation on this earth; that ideas, not armaments, will shape our lasting prospects for peace; that the conduct of our foreign policy will advance no faster than the curriculum of our classrooms; and that the knowledge of our citizens is the treasure which grows only when it is shared."

President Johnson concluded his speech with his outline of a program of five points.

Rene Maheu, Director General of UNESCO even before these points had been cabled to me as the U.S. member of UNESCO's Executive Board which was then meeting in Paris, read them point-by-point to the Board as a statement of historic importance. Here is the President's projected five-point U.S. policy:

First, to assist the education effort of the developing nations and the developing regions.

Second, to help our schools and universities increase their knowledge of the world and the people who inhabit it.

Third, to advance the exchange of students and teachers who travel and work outside their native lands.

Fourth, to increase the free flow of books and ideas and art, and works of science and imagination.

Fifth, to assemble meetings of men and women from every discipline and every culture to ponder the common problem of mankind.

Shortly after his Smithsonian speech, President Johnson hammered home his theme in a speech to the bankers. He startled them by coolly suggesting that education is more important than money. Rene Maheu also read this to the UNESCO Board.

The President then set up his task force to prepare the recommendations for Congress. Was its Chairman the head of the Office of Education? Not at all. Was he the Secretary of Health, Education, and Welfare? No. He was the Secretary of State.

In February, the President implemented the findings of the task force by calling upon the Congress to establish a Center for Educational Cooperation. Is this a center for encouraging cooperation among the 50 States as Dr. Conant has recommended? No, it is not, even though such a center is manifestly needed. The President informed the Congress, "Education lies at the heart of every nation's hopes and purposes * * * it must be at the heart of our international relations." The eyes of the Center are thus to be fixed in large measure outside our own borders.

(The President's new initiatives in international education also anticipate a "Council on International Education"; the creation of a corps of education officers in the U.S. Foreign Service; further stimulation of exchanges with students and teachers of other lands; direct support of countries struggling to improve their educational standards, including the development of new techniques for basic education and assistance in the teaching of English; and finally, building new bridges of international understanding through conferences and through the increased flow of books and audiovisual materials.)

The President's February message—which will shortly come before Congress for action, and will deserve your support—further suggested the establishment of what he called "binational educational foundations." When the President greeted Madam Gandhi, he proposed creation of the first such Foundation, an Indian-American Foundation, "to promote progress in all fields of learning in India." This was no airy gesture. The President proposes to put behind the new foundation $300 million in blocked rupees accruing from sales of food to India under Public Law 480.

We Americans are by no means alone in sensing these new directions. For example, every year the Soviet Union produces 100 million books in English, French, German, and Spanish—with major emphasis on English.

(There are 41,000 teachers of English in the Soviet Union and the Russians seem reasonably resigned to the fact that English and not Russian has become the world language of science, and that English, not Russian, is becoming the auxiliary language of nation after nation. If anyone wonders why the Britannica bought the Merriam-Webster dictionary, I can assure you it was not merely to help our subscribers understand the polysyllabic articles you and Lasswell write for the Britannica—and our salesmen do indeed expect to sell a dictionary with every set. But it was also to promote English throughout the world—and of course to profit thereby.)

These 100 million Soviet books are not limited to Marxist-Leninist propaganda. Many are texts by Soviet authors in physics, chemistry, geology, biology, medicine and engineering. These are made available to students at low cost—at most nominal cost compared with the prices of American texts in the same fields. India and Brazil are notable areas for distribution of such English-language texts. Recently I heard a report about a startling example of Soviet enterprise. An American professor, appointed by an Egyptian university to teach a course in American civilization, found that the books he assigned his classes weren't available in Cairo in American editions. But, according to the report, Soviet manufactured English-language books about America were plentiful.

Such a direct attack is not the only way the Soviet Union applies this aspect of the new diplomacy to foreign policy. Ten years ago I wrote an article for the New York Times magazine entitled "The Cold War of the Classrooms." This article was based on the first of my five trips to the Soviet Union. Last month I published a book titled "The Teachers and the Taught in the U.S.S.R.," based on the latest of these trips. Ten years ago and again today I have described the gauntlet the Soviets have flung at us in education. This, in my view, may prove to be their great challenge. It has been made by them most openly—and avowedly—and I would add most honestly—as a proposed test of the worth of our two social systems. "Follow our educational model," the Soviets cry to the underdeveloped nations, "and you, too, can pull yourselves up by your bootstraps."

In my judgment the Soviets have one undeniable advantage over us in education: they appear to have greater faith in it than we do, and they work harder at it. Their conception of the aim of education is of course wholly different: they aim at service to the state, while we hope to aim at the development of the individual to his highest potential powers. They have not yet achieved our degree of universality, particularly at the secondary school level. But the measure of their concentration—both in the party and government and by the individual—is breathtaking. The vocabulary standard for a Russian fourth-grade youngster is twice that of an American. Pupils entering 10th grade, having had 9 years of mathematics, tackle calculus while ours are still floundering with solid geometry or trigonometry. The Soviet budget for education—which equals its budget for defense—represents 15 percent of gross national product, compared with our 5 percent.

Let me give you an example of the grim Soviet devotion to education. Last September the periodical Sovetskaya Kultura complained that only 7 percent of the time on Soviet TV is devoted to entertainment. The author, one Victor Slavkin, says, "Of course I don't count such things as animated cartoons in a program on health education as entertainment." He concludes with a protest, "The viewer should not be considered a patient who wishes some medicine, but a schoolboy to be seated at a desk."

Russia's present plans for television call for setting aside one entire network for education, extending from Leningrad to Vladivostok. This is not intended as a means of so-called "enriching" of primary and secondary school courses—which, in effect, is what most of our daytime ETV programs turn out to be. The new Soviet ETV network is to concentrate on advanced education in evening or prime hours. It will be integrated with correspondence techniques and the students will get periodic time off from their jobs to attend the universities. It will be devoted to training in medicine, engineering, and other advanced disciplines. The head of Soviet TV explained to me, "We have plenty of teachers and we thus don't need TV's help in the 10-year schools. We need more engineers even though we are now graduating three times as many as you are. Further, we shall command the help and leadership of our top scholars and academicians in developing our TV courses. We shall give diplomas with the same standing as those of our universities and research institutions."

Does such Soviet dedication to education have any implications for our foreign policy? What do you think? Doesn't this question apply particularly to the potentialities of the new techniques of education? Here at home as well as in President Johnson's proposed program outside our borders, I see high hope in the use of radio and television, in programed self-instruction, in films and filmstrips, and language laboratories. Everyone admits that there is no perfect substitute for a good teacher. But where are there enough good teachers? Our country has pioneered in the development of the new techniques, and Prof. Wilbur Schramm of Stanford, is now pioneering through UNESCO in the study of their application in the developing countries. But the application both at home and abroad promises to be painfully slow.

Recently my friend Prime Minister Harold Wilson sent Lord Goodman to me armed with the recent British white paper which proposes a TV channel dedicated to a new "University of the Air." The projected courses are to rival in quality those at the British universities. Isn't it a certainty that such courses will be exported? Should they not even be exported to the United States? Indeed, perhaps the greatest hope for us in the United States—in our efforts to use the great new medium of TV for "the public interest, convenience, and necessity"—and most notably for education—perhaps our greatest hope lies in the lessons to be jammed down our throats from the use of TV by the British, the Italians, and the Japanese who are now in the forefront—yes, and also the Russians. Can't an assembly of scholars like this one dare to hope that our American people won't tolerate great progress in the use of TV for education abroad in contrast to continued neglect and apathy at home?

Prof. C. E. Beeby, for 20 years Minister of Education in New Zealand, later Assistant Deputy Director of UNESCO, still later Chairman of UNESCO's Executive Board, and now at Harvard, has written:

"In the period between the two wars we had discovered that education could be a force in social change, but except in totalitarian countries, the change of which we spoke was a staid and stately process that bore little resemblance to the kaleidoscopic events in Africa and Asia over the past decade."

The evolving countries have told us the "staid and stately" pace in education just won't do in these times even if we are prepared to tolerate it at home. James Reston recently wrote:

"Wherever (Washington officials) look in the developing world they find much the same situation—the gap widening between the rich industrial nations of the northern climes and the poor industrial nations of the southern; vast corrective programs dealing with the effects of poverty and illiteracy, but scarcely touching the causes, and everywhere in these poor lands human fertility outrunning human ingenuity."

India's current 5-year plan uses the following words:

"Education is the most important single factor in achieving rapid economic development and technological progress and in creating a social order founded on the values of freedom, social justice, and equal opportunity."

President Johnson has used the phrase "the gospel of development."

Even those nations today which turn their backs on the gospel are eager for development. Education is the key. It is also the only solid basis, as India insists, for freedom, social justice, and equal opportunity. Who then in this scientific group can deny that it thus must be a central concern in the development of our foreign policy?

Unhappily, almost by definition the gospel of development—the so-called revolution of rising expectations—will be accompanied by conflict and dissension. But there will be little hope of resolving the conflicts, and of achieving peace in our century, unless the world makes heroic efforts in education—sustained, imaginative, and ever-greater efforts.

Thus education is destined to become a characteristic form of America's involvement in world affairs. I agree this is an optimistic view of the future. I give it to you political scientists whose work is often permeated by pessimism under the guise of realism. I leave you as you adjourn your important conference with this optimistic view. Can we call my view other than optimistic since education is indeed an end in itself? It is the very essence of the American dream. It is now as well a means to many ends. Some of these will increasingly guide the conduct of our foreign policy. For this, I am thankful.

LEHIGH UNIVERSITY,
DEPARTMENT OF INTERNATIONAL RELATIONS,
Bethlehem, Pa., June 15, 1966.

Re International Education Act of 1966
Senator J. WILLIAM FULBRIGHT,
Senate Office Building,
Washington, D.C.

DEAR SENATOR FULBRIGHT: I am taking the liberty of writing you in connection with the above proposed legislation which, as I understand it, has now been sent to the Senate for study and possible action. I do so because I have the highest regard for your knowledge of and your judgment upon international affairs and because I know that your views will carry great weight with your Senate colleagues when this Bill comes before the appropriate committee.

I have tried to follow the course of the Bill through the House and my comments upon it reflect my concern over some of the testimony given and over the published recommendations passed along by the House Committee.

Since each of us necessarily speaks from his own particular background, I should explain that my training has been in history and international relations, that I have taught the subject for 15 years to both undergraduate and graduate students, and for 10 years have been head of a department dealing with the subject. I recite these facts not to present inflated claims for my accomplishments but, rather, to make the point that I have had to struggle with the problems of teaching the subject and, in addition, have had to face the questions involved in building a staff and in carrying forward a department in the field.

With this background in mind I would like to comment upon certain aspects of the problem:

1. I believe the House Committee to be mistaken when it advises the development of strong graduate centers *before* any substantial increase is made in the number of undergraduate programs. There are several reasons for this judgment: a) we already have a substantial number of strong graduate centers in this country. Most of these are well-supported by foundations and/or private sources; b) If the House means that medium-sized and small universities should develop graduate programs first before trying to set up ongoing undergraduate curricula, it is sadly in error and has the cart before the horse. Only because I have established a program involving 60-odd undergraduate majors first could I hope to go on to deal with the problems of setting up a strong M.A. program.

2. What is needed now is support for existing and new undergraduate programs in a selected list of institutions across the country. By far the most crying need is assistance to the libraries involved. It is a simple fact that almost all of these, except in the very largest institutions, are hopelessly inadequate. What needs to be done is to have several of the leading graduate centers compile a list of basic sources in the key fields—international law, organization and politics plus several area studies—and have these books made available to needy institutions. This simple action would do more to strengthen our colleges than any far-fetched programs or schemes which are likely to be submitted under the House recommendation for "comparatively unorthodox programs."

What we need to do is to provide solid basic instruction for the average student who is going to become a voting citizen in order that he can bring some kind of responsible judgment to bear upon the great and often tragic events of our day. Nothing could do more for this goal than basic library additions in support of solid, undergraduate programs.

3. Most of the medium and small universities engaged in graduate work should have a well-structured M.A. program but, with a few exceptions, no doctoral program whatsoever. Almost all of them lack the staff and the library resources to do the job adequately and they will continue in this condition for the foreseeable future.

The M.A. programs could be developed if reasonable help were given along the following lines:

a) if a selected number were provided with a small number of fellowships open to both American and foreign students. I have been able to attract each year two or three young English students from Oxford, London and Sussex and this kind of experience does both countries a great deal of good in ways which I need not ennumerate.

b) If a number of already established programs were provided with *one* faculty fellowship for research and/or travel to be open to both local faculty and visiting scholars. Again, the need here is for an interchange which should prove invaluable.

c) Most libraries simply do not have an adequate supply of leading newspapers from here and abroad. I would like to suggest a method by which this lack could be remedied. Beginning in 1922, Arnold Toynbee started a newspaper clipping file at Chatham House. It is by all odds the most extensive available and, despite disclaimers, is far superior to the one at the Council on Foreign Relations. This could be put on microfilm and then made available to a list of central libraries. Again, this would do more than any number of fancy schemes to advance knowledge of the subject. I have used the Chatham House file and I am confident it could be made available for this purpose.

d) Leading graduate schools could be encouraged to provide occasional meetings at regional centers, during which scholarly papers could be given on matters of urgent concern and importance. These could be attended by local faculty and interested students.

4. I am extremely dubious about the Subsection 4(c) providing for an equitable distribution on a state basis for the simple reason that some of the wealthier studies already suffer from an embarrassment of riches and others are destitute. Surely, some kind of regional approach here would be more productive with institutions selected which could serve as focal points for research materials going beyond a basic list of books and periodicals. An example of this would be our situation in which the Lehigh library of some half million volumes issued by four colleges in the immediate vicinity. This kind of situation is repeated many times across our country and if such libraries were strengthened, a great deal of waste of costly resources could be avoided.

These comments could be extended indefinitely but perhaps I have said enough to indicate my own skepticism about some of the features of the present bill. In general, these amount to saying that certain basic assistance should be the guiding principle of the measure and that aid should be concentrated in order to provide solid food for the mass of undergraduates who will someday become resonsible citizens in this great democracy.

Sincerely yours,

CAREY B. JOYNT,
Professor and Head, Department of International Relations.

CONGRESS OF THE UNITED STATES,
JOINT COMMITTEE ON ATOMIC ENERGY,
March 17, 1966.

Senator WAYNE MORSE,
Attn.: Mr. Charles Lee, Professional Staff Member, Labor and Public Welfare Committee, New Senate Office Building, Washington, D.C.

DEAR SENATOR MORSE: I would appreciate it if you would make the enclosed correspondence which I received from Professor Daniel H. Thomas of the University of Rhode Island a part of your file on S. 2874, the International Education Act, in order that his views may be brought to the attention of the Committee members when they consider this bill.

With best wishes, I am,

Sincerely yours,

JOHN O. PASTORE,
U.S. Senator.

UNIVERSITY OF RHODE ISLAND, DEPARTMENT OF HISTORY,
Kingston, R.I., March 14, 1966.

Senator JOHN O. PASTORE,
New Senate Office Building, Washington, D.C.

DEAR SENATOR PASTORE: It is with special interest and enthusiasm that I have learned of the introduction of S. 2874 which might become an International Act to encourage advanced studies in International Affairs. On our campus, we have long felt the need of such support. I have served on two committees to consider the possibility of establishing a program of this nature and we have not been able to proceed because of inadequate facilities—staff and library, primarily. From your record, I have no doubt that you will give this legislation your personal endorsement. Consequently, this is intended as merely an indication of my support for it.

Sincerely yours,

DANIEL H. THOMAS, *Professor.*

CONGRESS OF THE UNITED STATES,
HOUSE OF REPRESENTATIVES,
Washington, D.C., May 24, 1966.

Hon. WAYNE MORSE,
Subcommittee on Education, Committee on Labor and Public Welfare, Old Senate Office Building, Washington, D.C.

DEAR SENATOR MORSE: It is my understanding that your Subcommittee will soon hold hearings on the International Education Act of 1966. Acting in behalf of some constituents in my state, I respectfully request that your Subcommittee consider amending the bill that will be passed by the House of Representatives so that the words "or other public or private non-profit educational organizations" be inserted immediately after the words "institutions of higher education," wherever these words are used in the Act.

I make this request not because of any opposition to institutions of higher education, but because the restrictive language of the proposed act would disqualify some institutions who are in a position to make a significant contribution. The broader language suggested here would not require the Secretary of Health, Education, and Welfare to deal with organizations other than institutions of higher education. It would, however, give him flexibility to take advantage of the capabilities of private organizations where he deems they can make significant contributions.

One such institution, the Foreign Language League Schools, Inc., of Salt Lake City, seems to me to be such a group. In fact, this organization might be in a position to render much better and much more efficient service than a typical college or university.

According to the terms of the act, any small state college or private institution of higher education is eligible to organize and offer a foreign study experience for teachers. A typical small state college might have a faculty of only 30 people, none of whom had ever traveled abroad, and with an administration of limited experience in making arrangements for travel. Their adminstrative costs of traveling back and forth and bumbling around to make adequate arrangements could be astronomical. The quality of courses they might offer could be very good, but having the course taught in Madrid instead of on the local campus might not guarantee its superiority.

A similar restriction exists in the National Defense Education Act. The Foreign Language League made a proposal to the Office of Education to operate a summer institute in 1966, but their application was rejected. I think there is no duobt that the quality of the institute proposed by this group would have been as good or better than other institutes which have been conducted in the past. It was estimated that the cost of the Foreign Language League institue proposal would have been approximately $250 per participant. Yet, the overseas institute which the Office of Education is now sponsoring will cost approximately $2,000 per participant.

I am attaching a copy of the letter from the Office of Education rejecting the application of the Foreign Language League. As you can see, their proposal was not eligible because their corporation does not fit the designation set by Public Law 88-665, Title XI and Title I.

I respectfully request that your Subcommittee also consider amending Title XI of the National Defense Education Act of 1958 in a similar way to the proposed amendment for the National Education Act of 1966.

I am acquainted with the personnel and program of the Foreign Language League and I believe they are in a position to offer valuable service in the field of international education. I sincerely hope that your Subcommittee will look with favor on these proposals.

Very sincerely yours,

DAVID S. KING.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE,
OFFICE OF EDUCATION,
Washington, D.C., November 30, 1965.

Dr. ROBERT DEBRY,
Executive Director, Foreign Language League Schools, Inc.,
Salt Lake City, Utah.

DEAR DR. DEBRY: This is a reply to your letter of November 23.

Your proposal for an NDEA institute for advanced study to be conducted at Caen and Paris during the summer of 1966 was not eligible for consideration because your corporation does not fit the definition set by Public Law 88-665, Title XI and Title I.

Letters from Dr. Donald N. Bigelow and me, with enclosures giving the definitions and method of determining accreditation and eligibility of institutions of higher education, have previously given you all the pertinent information.

We appreciate your interest in improving the qualifications of teachers of French.

Sincerely yours,

EUGENE E. SLAUGHTER,
Chief, Modern Language Institute Branch,
Division of Educational Personnel Training.

THE AFRICAN-AMERICAN INSTITUTE,
New York, N.Y., August 15, 1966.

Hon. WAYNE MORSE,
Senate Office Building,
Washington, D.C.

DEAR SENATOR MORSE: It has come to our attention that the Senate Labor and Public Welfare Committee will hold hearings August 17, 18, and 19 on the international education bills.

The African-American Institute, although in the field of African education, is also very much concerned about the education of Americans in the field of African historical and contemporary development. Therefore we have followed with a great deal of interest the evolution of the education bills from the time of the President's message on international education.

It is important that the international education of Americans take place with a greater degree of intensity and variety than ever before. The internationalization of school curricula; the providing of information and documentation on international matters in regional centers of information; as well as the development of the international bibliography and teaching material are all matters of primary importance. We, of course, feel particularly strongly about information dealing with Africa. Africa, which is in the midst of change and which focuses the attention of many of our citizens because of the problem of Southern Africa, has been lost sight of in many of our schools and teaching materials around the country.

We therefore consider your hearings a real attempt to deal with the problem. We wish you well with your deliberations, and look forward to receiving copies of the hearings.

Sincerely yours,

E. JEFFERSON MURPHY,
Executive Vice President.

AMERICAN ASSOCIATION FOR HEALTH,
PHYSICAL EDUCATION, AND RECREATION,
Washington, D.C., July 28, 1966.

Hon. WAYNE MORSE,
Old Senate Office Building,
Washington, D.C.

DEAR SENATOR MORSE: On behalf of the American Association for Health, Physical Education, and Recreation (AAHPER) I would like to urge passage of S 2874. The Association which I represent is a department of the National Education Association. It now has more than 48,000 members who are the health and physical education teachers and the sports and recreation leaders in the schools and colleges of the United States. We would also like to urge your consideration of the changes which were incorporated into the House version of the International Education Act of 1966 (HR 14643) and passed under the leadership of Mr. Brademas. Especially desirable, it seems to us, are the provisions that groups of universities may work together and that emphasis would be placed upon the preparation of professional people.

The experience our Association has had with international programs makes us acutely aware of the great need for more such support as the International Education Act would provide. It seems tremendously important at this time for the Federal Government to aid in strengthening colleges, universities, and professional associations in the area of international studies and research. It would be a most realistic approach toward matching effort with our expanding world responsibilities.

Our Association has been involved in activities in the international realm for many years and for many reasons. Sports, games, dance, and other physical activities are easy bridges of language and cultural barriers. Concerns for educating about health and fitness are not limited by national boundaries. The needs for avenues of communication by teachers in the fields represented by AAHPER are being expressed with increasing fervor in recent years.

As one answer, we helped to form in 1958 the International Council on Health, Physical Education, and Recreation (ICHPER) as an International member of the World Confederation of Organizations of the Teaching Profession (WCOTP). Since that time, AAHPER has almost entirely underwritten the ICHPER program which now includes an annual Congress; a publications schedule of research reports, the Congress proceedings, and a quarterly *Gymnasion;* and the concomitant correspondence and membership relations. I serve as Secretary-General. The funds and other efforts, however, that our professional association has been able to allocate to this venture have never been on a scale commensurate with the burgeoning obligations. Indeed, such a program of communication among teachers in many countries only begins to uncover the needs. These needs are the very ones that the International Education Act would help to relieve.

Since the fall of 1962, AAHPER has cooperated with the Peace Corps in the administration of physical education and sports projects in several countries. Assistance is given in the selection of well-qualified volunteers in health, physical education, recreation and athletics for these overseas projects. An AAHPER staff member in each country having an AAHPER Peace Corps Project directs the Project and provides professional supervision and consultation to volunteers. Such projects now exist in Colombia, Costa Rica, Ecuador, and Venezuela.

AAHPER has also served for several years as consultant to the Educational-Cultural Affairs Special Exchange Branch of the U.S. State Department in developing and maintaining special exchange programs. Under the American Specialists program, teachers and sports instructors are sent abroad to assist in the physical education and sports programs of countries where assistance is needed and requested. Under the Foreign Specialists program, professionally trained people are brought to this country for travel and to observe programs here.

In addition, AAHPER assists the State Department with multinational leadership development projects in physical education, sports and recreation. Under this program, participants come from throughout the world to the United States for several months of study and observation of programs and facilities in order to gain new ideas and fresh approaches for the work in their own countries.

Such experiences have given the members of this Association great respect for the proposed program set forth in S. 2874. We strongly support the concept that more highly trained people are needed for work in international education in all the specialty areas. We need the in-depth study of language, and of the various cultures, including sports and dance, and we need career incentives such as this Act would provide. This effort is essential to a world looking toward survival.

May we take this opportunity to commend your Committee for the superb work done on behalf of American education. Incredibly great strides have been taken in meeting the total needs of children, particularly those most neglected. We also thank you for the opportunity to express these views on the proposed International Education Act, which we believe would help to create a better world for the deprived children of other lands.

Sincerely,

CARL A. TROESTER, Jr.,
Executive Secretary.

AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION,
Washington, D.C., August 25, 1966.

Hon. WAYNE L. MORSE,
U.S. Senate, Washington, D.C.

DEAR SENATOR MORSE: I am writing at this time in response to your invitation to our Association, through our International Relations Committee, to submit a position statement concerning the proposed International Education Act of 1966—contained in S. 2874 and H.R. 14643. We welcome the opportunity to comment on this important legislation for inclusion in the record of the hearings and I wish to thank you for contacting us with this invitation.

The American Personnel and Guidance Association (APGA) supports the provisions of the proposed International Education Act and recommends its passage. The Act will authorize grants to institutions of higher education (and—in H.R. 14643—also to public and private non-profit agencies and organizations) in order to establish or strengthen programs which serve the important objective of emphasizing the international dimension of education. This would be accomplished through funding research and studies both in international affairs and in the international aspects of other academic disciplines. This legislation has long been needed in order to better prepare man for life in an interdependent and developing international society.

Our Association of 23,000 members in the guidance and counseling profession, many of whom are directly involved in the instructional process, recognizes the importance of the international dimension of our field and holds membership in the International Association for Educational and Vocational Guidance. Six of our divisions also maintain International Relations Committees to handle matters within their own specialties of an international nature. In addition, we have recently taken steps to further develop our total international scope. Of them, I would like to call the following two developments to your attention:

> First, in May 1966 our Executive Council passed a policy statement on the international responsibility of the Association and assigned to our International Relations Committee the responsibility for leadership in carrying out this policy. I am attaching a copy of the policy for your information because it highlights the international concerns of our membership and defines the areas of our current educational exploration.
>
> Second, the APGA International Relations Committee has established a task force to study the implications of the proposed International Education Act for our Association and for the members we represent.

If this legislation is enacted, our school and college counselors will have to play a vital role in the educational and vocational guidance of students regarding the programs established through the Act. In addition, programs need to be developed which include a thorough international background and a cross-cultural perspective within the training curricula of our own elementary, secondary and university guidance specialists. This is necessary not only to enable these counselors to advise students for their future roles but also in order to prepare our counselors to work closely with persons from other countries and cultures. These persons from abroad may have different outlooks, perspectives, and aspirations, and they currently are establishing guidance and counseling programs in and for their own societies.

In conclusion, we support the proposed legislation and the broad outlines of the President's message. We believe that legislation is badly needed as an impetus to the establishment and development of meaningful international programs within the American educational system. Our members are dedicated to promoting the full development of each individual, and we welcome the opportunity of helping students prepare for their participation in an international society. Our Association stands ready to assist our members and the broader educational community in the development of the international dimension of education.

Sincerely yours,

WILLIS E. DUGAN,
Executive Director.

THE INTERNATIONAL RESPONSIBILITY OF THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION—A POLICY STATEMENT

Since basic human needs are common throughout the world, the American Personnel and Guidance Association (APGA) believes that counseling and guidance have an important function to perform in development of human resources. The appreciation and understanding of other countries, their peoples and cultures, are essential for educated persons throughout the world. While each country must develop its own philosophy and programs of personnel and guidance consonant with its own traditions and needs, these programs everywhere will benefit from exchange of professional knowledge and insights.

The American Personnel and Guidance Association therefore accepts the following as its international responsibilities:

1. To help its members develop a broader understanding of the international dimensions of their profession. To this end each of the constituent Associations of APGA is encouraged to develop the international aspects of its own specialized field, and to make appropriate recommendations to the APGA International Relations Committee.
2. To urge those responsible in colleges and universities to emphasize appropriate international perspectives in professional preparation programs in counseling, guidance, and related fields.
3. To encourage world-wide professional communication, including exchange of professional information and literature.

4. To promote the international exchange of persons preparing for or professionally engaged in personnel and guidance.

5. To develop continuing liaison with professional organizations in other countries and with international organizations in personnel and guidance and related fields.

6. To maintain liaison with governmental and private agencies and professional organizations concerned with international education and the international exchange of persons.

7. To encourage emphasis in regional and national conference programs on the international aspects of the personnel and guidance profession.

APGA assigns to its International Relations Committee the responsibility for leadership in carrying out this policy.

Submitted by the 1965-66 International Relations Committee, Ivan Putman, Jr., Chairman.

Approved by Executive Council action, May 26, 1966.

THE UNIVERSITY OF THE AMERICAS,
Mexico, DF., June 15, 1966.

Senator WAYNE MORSE,
U.S. Senate,
Washington, D.C.

DEAR SENATOR MORSE: It is worth a trip to Washington if for no other reason than to get the kind of encouragement and support which you have always been ready to give us.

Before leaving Washington we tried to reach Mr. Cater by telephone but were unable to do so. I am enclosing herewith a carbon of a letter I am sending him.

I am not sure that the changes which I am suggesting will be adequate to make possible the support which we are convinced The University of the Americas needs or not. You are the statesman who can best be the judge.

Again let us assure you of our own determination to justify your faith in us and in our goal of developing a strong institution of intercultural education as a pathway to international understanding.

Most gratefully yours,

D. RAY LINDLEY, *President.*

THE UNIVERSITY OF THE AMERICAS,
Mexico, DF., June 14, 1966.

Mr. DOUGLAS CATER,
The White House,
Washington, D.C.

DEAR MR. CATER: Thank you very much for the time you gave Dr. McLain, Mr. Dalton and myself on June 6. Also we are grateful for your hospitality to us at luncheon.

Following our visit with you we saw Senator Wayne Morse. As you know, he and the President are agreed on the importance of meeting the educational problems of Latin America more on the educational front. In fact, Senator Morse indicated that he planned to speak to you about an amendment to S 2874 which would make it possible for the University of the Americas to qualify for assistance under this bill.

Senator Morse asked Mr. Dalton and myself to write suggesting the kind of amendment we would want.

Of course we are aware of the political problem here and of the necessity of guarding against Pandora's Box which would open the door to unworthy institutions.

Since ours is the one American type university in Latin America which is accredited with a U.S. regional accreditation, and since we are not chartered in the States like the American University in Beirut, I am wondering if the following changes would be in order, and would suggest:

(1) On page 2, line 13, to insert the words "American Accredited" just before the words "institutions of higher education".

(2) On page 3, line 15, the words "American Accredited" prior to the words "institutions of higher education".

(3) On page 5, line 10 either eliminate the words "throughout the states" or substitute the word "geographically".

With such possible changes we realize we still would need to qualify, but these revisions should still make it possible for us to come under the umbrella.

We will be deeply grateful for your support, and promise to dedicate ourselves to justify any confidence placed in us.

Most sincerely yours,

D. Ray Lindley, *President.*

Arizona State University,
Tempe, Ariz., March 24, 1966.

Senator Lister Hill,
U.S. Senate, Capitol Building,
Washington, D.C.

Dear Senator Hill: After careful consideration of the recommendations made by the White House Conference on International Cooperation, the International Education Bill now being proposed, and the increasing interest in expanding international understanding, I have discussed with various individuals the idea of forming a committee to plan for an international university.

I am enclosing a copy of my proposal with the hope that the necessary facilities could be provided in order to establish a working group that would be authorized to implement the planning of such an international university.

Sincerely,

Abid Al-Marayati, Ph. D.,
Assistant Professor, Political Science.

Proposal for an International University

The idea of an international university has been advocated in various forms by many individuals and organizations. It is my understanding that some 80 such proposals have been submitted to UNESCO and that possibly a thousand groups are working on such an undertaking.

In my opinion the aim of such a university would be to prepare students in professional competence and at the same time to create awareness in international affairs. In an age of increasing nationalism, it is important that the national identity be maintained as a prerequisite for creating a greater sense of international responsibility. Such an idea merits consideration in view of the expanding role of international education.

Furthermore, this university could also serve as a means for training persons in various fields urgently needed by the developing countries. Such a program is important in areas with common problems of obtaining trained personnel. The proposed curriculum should be based on the needs of the developing countries as well as on area studies.

Also, better results might be achieved if the university were located in a developing state. Frequently, after obtaining training in Western institutions, a considerable number of students prefer not to return to their own countries for perhaps economic, psychological, or political reasons. Attempts to encourage them in the direct service of their own states have been to no avail. Immigration regulations cannot provide the solution since the problem is really one of a non-legal nature.

If a comprehensive plan is developed that takes into consideration the many proposals submitted on the same subject and brings together the various interested groups, it might be possible to implement the plan by modifying an existing educational institution in some developing country, such as, the American College in Istanbul. The American University of Beirut or the East-West Center at the University of Hawaii could contribute much in the way of background experience to the endeavor under consideration.

For greatest effectiveness, it seems to me that this proposed university should be sponsored by an internationally oriented faculty and that students should be drawn from as many countries as possible. In this way, an internationally oriented training could be provided and at the same time greater emphasis could be placed upon the creation of international awareness. It would also ensure that a greater number of highly trained personnel would return to their home countries.

In discussing this proposal, the question of financing has been raised. I am convinced that the leadership in this matter could come only from the United States because of the fact that aid from the United States in the field of education has acquired noticeable results.

In closing, I would suggest that a committee should be established to prepare a comprehensive plan. Such a committee might well be drawn from people of different national backgrounds but with a strong interest in and commitment to international education. United States counterpart funds might be considered in the financing of the project at the outset, but it would be expected that participation of developing states would be forthcoming as such an undertaking would be able to meet their needs for trained personnel.

ASSOCIATION OF OVERSEAS EDUCATORS,
Ann Arbor, Mich., July 18, 1966.

Hon. WAYNE MORSE,
Senate Office Building,
Washington, D.C.

DEAR SENATOR MORSE: Dr. Elbert R. Moses, Jr., representative for the Association of Overseas Educators to the National Advisory Committee for Exchange of Teachers reports that there is a bill forthcoming in the Senate, which has passed in the House, HR 14643.

We as an organization and as overseas teachers wish to give active support to the legislation pertinent to the international education act of 1966.

Will you please send me a copy of the bill and information about contacting the Task Force on International Education so that we may assure them of our support?

For your information the members of AOE are returned overseas teachers who have served abroad as Exchange Teachers, Dependents School Teachers, Fulbrights, Peace Corpsmen, International Schools Teachers and under various government and private programs overseas.

We wish you success in your efforts to promote international understanding through international education.

Sincerely,

VIOLET WUERFEL CLARK,
Secretary.

BENNETT COLLEGE,
Millbrook, N.Y., August 29, 1966.

Hon. WAYNE MORSE,
Chairman, Subcommittee on Education,
Committee on Labor and Public Welfare,
U.S. Senate, Washington, D.C.

DEAR SENATOR MORSE: Please accept my congratulations on the work you and your subcommittee are doing to ensure prompt consideration of the proposed International Education Act of 1966.

While we share some of the doubts you have expressed as to whether this legislation goes far enough toward meeting many of the valid needs for Federal assistance to institutions engaged in providing American students with an international dimension in their education, we do feel that after such clarification and broadening of intent as your committee can provide, this proposed legislation should be pushed through this session.

We believe it important to stress the unique value in such education of a period of work-study abroad following an adequate period of preparation on campus. Bennett College has been offering such experience to a limited number of students since 1959.

As expiained in the attched statement we believe the results of this program have proved the exceptional merit of this pattern in educating American students and we wish to add our support to this proposed legislation which should help us and others to continue along these lines.

I should therefore appreciate your including my statement in the record of your current hearings if you consider it helpful and appropriate.

Sincerely yours,

DONALD A. ELDRIDGE, *President.*

PREPARED STATEMENT OF DONALD A. ELDRIDGE, PRESIDENT, BENNETT COLLEGE, MILLBROOK, N.Y.

Mr. Chairman and members of the committee, in connection with the hearings your subcommittee is now holding on the proposed International Education Act of 1966 contained in two related bills, H.R. 14643, passed by the House of Representatives, and S. 2874, introduced by the distinguished Chairman of this Subcommittee, I wish hereby to go on record as President of Bennett College, Millbrook, New York, a privately supported two-year college for women, in endorsing the urgent need for legislation of this nature. The Federal support of the type proposed should be extremely helpful in assisting colleges like Bennett College in planning, developing and carrying out comprehensive programs to strengthen and improve their undergraduate instruction in international studies.

For the past half century, we at Bennett College have held the view expressed in your subcommittee's first hearing by Assistant Secretary Frankel that "an education without an international dimension is an inadequate education for Americans." Therefore, education in international realities has been offered at Bennett since 1910.

In 1959, we began developing our unique Overseas Service Program directed toward providing specialists who combine useful technical skills with international sophistication. This Program has been built primarily to meet the specific needs in our own country for executive secretaries who have had as part of their general education an exposure to the complex facts of the international scene. These young women develop an exceptional understanding of the needs and aspirations of the people of other countries through two years of specialized preparation at Bennett College for a third year of supervised internship abroad, sharing the daily living and working experience of people in the country such as France, Spain, Switzerland, Germany, Japan, Niger, or Greece, for example.

The psychological atmosphere at Bennett College superimposes on the firm moral and intellectual foundation provided by the homes and schools from which these highly selected young ladies have come, a capacity for open-eyed recognition of the realities of the international world in which we live. Thus, they readily develop an unusual ability to deal effectively with people of all nationalities and stations of life. Many of the psychological blocks and prejudices that handicap students from less sophisticated backgrounds are not present in most of these Bennett students, and we have found this to be an important factor in their success.

Under the Overseas Service Program, Bennett College has developed a gradually broadening cooperation with international business organizations such as I.B.M. and Merrill Lynch, Pierce, Fenner and Smith; and service organizations such as the Council on Student Travel have been most cooperative in offering apprentice jobs under both part and full time arrangements at full local pay rates for beginners. The Interantional Y.M.C.A. and the International Y.W.C.A., France-Etats-Unis, the American School of Paris and the Instituto de Cultura Hispanica have also been most pleased to undertake on-the-job training for our students on a voluntary basis or at nominal wages.

Furthermore, on the completion of their year of internship abroad, many of our students have been offered permanent jobs abroad or at home with the organizations with which they have worked as apprentices or with other organizations such as Pan American Airways, Time-Life, Inc., and a number of government and educational institutions. The Department of State, A.I.D., the U.S.I.S., the Department of Agriculture, the F.B.I., and the Central Intelligence Agency have all expressed great interest in our graduates and have encouraged us to consider expanding our program. Personnel offices in both business and government inform us that there is and will continue to be a much heavier demand for girls with the cultural background, language and secretarial skills our Overseas Service Program graduates possess than can possibly be met in the near future.

In addition to training potential international office workers and junior executives, the Overseas Service Program cooperates with the Child Study and Liberal Arts Programs of Bennett College in preparing and placing students in apprenticeships or as teaching assistants abroad. For several years we have had two to three young women helping to teach English in Japanese High Schools and for the past two years have had one each at Pierce College in Athens, Greece, and in the American School in Paris. School authorities in Japan particularly have expressed to me an urgent need for many more young women with this kind of training.

Our Interior Design and Fashion and Merchandising Departments at Bennett College are collaborating on plans requiring special training, placement and sponsorship by the Overseas Service Program for a number of their students, and the Performing Arts Program is collaborating with the Overseas Service Program in a project for the placement of a number of its graduates in France and Britain as apprentices in the Provincial Theatres or as students at the Royal Academy of Dramatic Art or in the American Theatre Workshop in Paris.

While we have been pioneering this program we have been sharing the results of our experience with other educational institutions with which we are associated in organizations and groups such as the American Association of Junior Colleges, the Associated Colleges of the Mid-Hudson Area, and the "Little Six" Colleges, and we have offered cooperation to those who have indicated interest in establishing similar programs. We believe that this work-study plan could be developed into a pattern adaptable to other colleges which recognize the unique value of such overseas work-study programs without the necessity for carrying through expensive preliminary pilot programs of their own.

We are firmly convinced of the great and unique value of our Overseas Service Program to the promotion of better understanding between the peoples of the United States and the rest of the world and in providing young women prepared to work and live abroad with the greatest effectiveness for American government and private organizations involved in international transactions or services. We have found that in addition to their work abroad and in organization headquarters in the United States, our graduates who marry become unusually useful influences in the betterment of international understanding and relations in the communities in which they live. We are therefore determined to continue the program as long as we can.

We now see, however, no possible source other than Federal Funds under the proposed International Education Act of 1966 for expanding our program. Our experience would indicate specifically that all of the provisions listed under Section 4(a) are desirable and necessary to the accomplishment of the Bill's purposes. I therefore wish to add the testimony of our experience in education for international service to that offered by individuals representing other institutions and urge your favorable consideration of this legislation.

I should be delighted to answer any questions which you or any member of your committee or staff may have with regard to this statement. I have also asked retired American Ambassador Horace H. Smith, Director of the Overseas Service Program of Bennett College, to be prepared to discuss its details and urgent needs for this legislation with you or anyone you might designate.

CLAREMONT GRADUATE SCHOOL AND UNIVERSITY CENTER,
OFFICE OF THE PRESIDENT,
Claremont, Calif., September 19, 1966.

Hon. **WAYNE MORSE,**
U.S. Senate, Washington, D.C.

MY DEAR SENATOR MORSE: I hope very much your subcommittee will accept the International Education Act and press its passage in Congress. It is of vital importance to institutions such as ours where numerous faculty and programs both graduate and undergraduate are dedicated to international education. Our program in non-Western cultures including Chinese, Japanese, Indian, and Southeast Asian is a Claremont Colleges feature we wish greatly to develop in the next few years.

The scope and requirements of such exotic programs will make it necessary for outside aid if they are to be developed by a group of private colleges with limited endowments. Thus the International Education Act will in large part determine our future possibilities in these directions.

Sincerely yours,

LOUIS T. BENEZET.

COLORADO COLLEGE,
Colorado Springs, Colo., August 24, 1966.

Hon. **WAYNE MORSE,**
Chairman, Education Subcommittee of the Senate Committee on Labor and Public Welfare, U.S. Senate, Washington, D.C.

DEAR SENATOR MORSE: I appreciate your kind letter of August 11th, inviting me to submit a written statement with respect to the "International Education Act of 1966" on which your subcommittee recently held hearings. My statement is enclosed.

Respectfully submitted.

FRED A. SONDERMANN,
Professor of Political Science.

PREPARED STATEMENT OF FRED A. SONDERMANN, PROFESSOR OF POLITICAL SCIENCE, COLORADO COLLEGE, COLORADO SPRINGS, COLO.

I have been involved in international studies for almost twenty years—first as an undergraduate student, then a graduate student, and since 1953 a member of the Faculty of Colorado College. During this period, I have also been active in related activities. Thus, in the summer of 195[illegible] I spent an eight-week period as a member of a Seminar dedicated to the improvement of teaching in international relations at the University of Iowa (under sponsorship of the Ford Foundation); in the 1956/57 academic year, I held a Ford Foundation International Relations Training Fellowship at Stanford University, to acquaint myself with such related fields as Anthropology and Social Psychology. I was one of the founding members of the International Studies Association in 1959/60, and in 1962/63 served as the national President of this group. In addition to my teaching duties at Colorado College, an undergraduate institution, I have also taught at the Graduate School of International Studies, University of Denver; and at the Claremont Graduate School in California. I am co-author of a book of text and readings, *The Theory and Practice of International Relations* (first edition 1960, second edition 1966), and author of articles in various journals. I have just assumed the job as editor of *Background* (to be renamed *Journal of International Studies*).

On the basis of this experience in studying and teaching international relations, I strongly support the objectives of the "International Education Act of 1966" and urge passage of this legislation, with suitable appropriations to carry the intent of this legislation into effect. I support the objectives of this Act, to render assistance toward the improvement of teaching at the graduate level, improvement of teaching at the undergraduate level, and aid to relevant organizations.

Surely there is nothing that I or anyone else could possibly say that could over-stress the importance to us, in our own national interest, of providing the best possible research and teaching about foreign countries and areas and the relations among them. At the risk of seeming immodest, I will quote from my introduction to the aforementioned book: "It is not too much to assert that the solution (or lack of solution) of problems in this area of human relationships will shape the design of our future. As a matter of fact, such solutions (or lack of solutions) may well determine whether there is to be a future at all for the kind of civilization we know. However much many of us might prefer to focus on private or intrasocietal problems, a precondition for continued existence is a profound understanding of, and wise and skillful participation in, world affairs on the part of national leaders, and in a democracy such as ours, on the part of at least a segment of the people."

I hope it will not be considered necessary, in order to establish the point for involvement and assistance on the part of the federal government, to argue that nothing that has been happening in the field of scholarship and teaching about international relations has been valuable or worthwhile. On the contrary, I believe that this field of study has made tremendous advances during the past ten or fifteen years. If I were to view it as a case study of intellectual history, I would argue that at various times a discipline may either be relatively stagnant, or that it may, on the other hand, demonstrate a burst of energy and advancement. On this basis, it seems clear to me that the study of international relations has increasingly partaken of the latter characteristic. It is an exciting and challenging field of study, one to which more and more persons—from a variety of scholarly backgrounds—make increasingly important contributions. I think we are on the threshold of real "breakthroughs" in our understanding of the phenomena of international life; and I would hope that we are also going to be in an ever better position to communicate to our students the increasing knowledge which we are obtaining.

There are, however, problems in this process—problems of time and resources to devote to the tasks at hand; and problems of communication among scholars and between scholars and students. Very many institutions of higher learning in this country have only insufficient programs in the field of international relations. An informal survey which I made some years ago of the number and kinds of courses in this field offered at a cross-section of colleges and universities in the Western United States persuaded me that the situation was serious indeed. Furthermore, I believe that in the vast majority of higher educational institutions, the number of persons engaged in the professional study of international relations is very small indeed; thus these teachers lack the immediate day-by-day contact with others who share their own interests and competencies. I believe that this argues for energetic efforts to establish more adequate means of communication among them, so that they may keep abreast of the research efforts and findings of other members of the profession, that they may contribute meaningfully to them; and, above all, that they may integrate these findings into their own teaching, for their students' benefit—and, consequently, for the long-range benefit of the country.

What I am trying to say is that one of the major emphases should be on the communication of what we already know about international affairs. I do not mean to downgrade the importance of trying to learn a great deal more—if there were ever to be a point at which we knew "enough" (whatever that might mean), we are surely very far away from that point now. But I intend to convey to you my feeling that we *already* know more than we are communicating to one another and to our students.

Hence, the emphasis on increasing and improving 1) research activities; 2) graduate and undergraduate instruction; and 3) organizational means of contact and communication seem to me to make up a meaningful pattern, all parts of which are significantly interrelated.

The expectations which we Americans have of our educational institutions are tremendously large and complex. It has become increasingly apparent that these institutions—public or private—cannot meet all demands made upon them through their own resources. This being so, various levels of government have participated increasingly in order to provide the resources to enable our educational institutions to perform their functions. This has been true in such fields as medicine, the sciences and mathematics, the preparation of teachers, language instruction. I believe that all such programs have benefited not only the institutions themselves, but much more importantly, they have been of direct benefit to their students and of indirect, but surely major, benefit to the nation itself.

I myself happen to be the product of one of the first major acts of participation by the federal government in the educational process: the so-called G.I. Bill of Rights following World War II. I can therefore testify personally to the benefits of programs of that sort; and I should like to think that what benefited me—and millions like me—directly has also been of value to the entire society. This is the way in which I view such programs of assistance to the educational process. We must be very sure that there is no infringement of traditional academic processes and freedoms. I find no indication in the proposed legislation that there would be such infringement; hence, I support it fully.

The question now is whether increased and improved knowledge of other countries and civilizations, and of the relationships among them and between them and the United States is as much in the national interest as increased and improved knowledge of such fields as mathematics, science, languages, and the like. My answer here is an unequivocal "yes." I hope that the committee's—and the Senate's—answer will be the same; and that the legislation presently before your group will be viewed as an important initial step to implement that answer.

TEACHERS COLLEGE, COLUMBIA UNIVERSITY,
New York, N.Y., May 3, 1966.

Hon. WAYNE MORSE,
Chairman of the Education Subcommittee,
Committee on Labor and Public Welfare,
U.S. Senate, Washington, D.C.

DEAR SENATOR MORSE: I am writing as chairman of the Committee on International Relations of the National Education Association to urge you and your Committee to begin hearings as soon as possible on the proposed International Education Act of 1966. My committee, which represents an organization of nearly a million American educators, supports in the strongest terms the purposes and the proposals for international education which were presented by the President in his message to Congress on February 2, 1966 and which are embodied in S. 2874.

We likewise very strongly support H.R. 14643 which was reported out unanimously by the House Committee on Education and Labor on April 26. We believe that the amendments made in H.R. 12451 and H.R. 12452 as a result of the hearings before the House Task Force on International Education will still further enhance the role of American education as it undertakes to strengthen its own international thrust, expands its usefulness to the educational systems of other nations, and thereby promotes the peace and security of the world.

We therefore hope that you and your Committee will take all possible steps to insure prompt and favorable action in the Senate so that the momentum achieved in the House thus far may be consummated by passage of the bill during this session of Congress.

May I add a personal word of my own? As Associate Dean for International Studies at Teachers College, Columbia University, I have been in charge of our programs of international service, training, and research for nearly a decade. We pride ourselves on the extent, variety, and success of the several projects we at Teachers College have conducted in cooperation with AID, the Peace Corps, several private foundations, and dozens of colleges and universities both here and abroad.

I am convinced that our efforts and the efforts of many other American colleges and universities have been invaluable to America's interests and to the interests of the whole free world, but I am also convinced from personal, administrative, and scholarly experience that the urgency and scope of world-wide educational needs require the long-term basic support envisioned by the proproposed International Education Act of 1966.

It is most important that the new bill aid to mobilize the combined efforts of the academic community, the institutions that educate teachers, and the public and private school systems of the country if the needs are to be met at home and overseas. Nothing less will do.

Again, may I urge you to redouble your efforts on behalf of the International Education Act of 1966 in order to achieve its passage as soon as possible.

Yours very truly,

R. FREEMAN BUTTS,
Associate Dean for International Studies.

COLUMBIA UNIVERSITY IN THE CITY OF NEW YORK,
New York, N.Y., June 22, 1966.

Senator WAYNE MORSE,
Chairman, Subcommittee on Education,
U.S. Senate,
Washington, D.C.

DEAR SENATOR MORSE: I am writing in connection with the impending consideration by your Committee of the International Education Act, recently passed by the House of Representatives.

As one of those who have been concerned with the training of specialists in international affairs and foreign areas, I am wholeheartedly in favor of the proposed legislation. Given your general record and outlook, I assume it is indeed not necessary to reiterate what would seem to be compelling arguments in its favor.

I might add that a number of the major philanthropic foundations which have, over the past two decades, given support to the development of training in and study of foreign areas at certain American universities have now withdrawn their support, on the assumption that their function was primarily one of bridging a short-term gap or "priming the pump," so that in fact a number of established programs in regional studies would now be left in considerable financial difficulty, were there not a prospect of support by the Federal Government, and the proposed International Education Act of 1966 would essentially improve the prospects in an area which is manifestly in the national interest.

Many of us have, of late, been depressed by the seeming inadequacy of American knowledge and understanding of the world abroad. The demonstrable misconceptions which exist about so many areas have of course, had a most unfortunate effect on public opinion and probably policy. It would seem doubly important, therefore, to stimulate the kind of training which over the years might lead to an essential improvement in this situation. It seems to me that the tragic Vietnam situation must not be permitted to prevent the development of sound and forward-looking legislation at home.

Sincerely yours,

ALEXANDER DALLIN,
Adlai E. Stevenson Professor of International Relations
and Director, Russian Institute.

WASHINGTON, D.C., *August 16, 1966.*

Senator WAYNE MORSE,
Chairman, Education Subcommittee,
Committee on Labor and Public Welfare,
U.S. Senate, Washington, D.C.

DEAR SENATOR MORSE: I have your good letter of August 11 inviting a statement on S. 2874 and H.R. 14643 (International Education Act of 1966) which are currently being studied by your Subcommittee. My particular interest in that legislation is in facilitating efforts "to strengthen undergraduate programs in international studies."

While the proposal which I suggest does not seem to be contemplated in the pending legislation, the Findings and Declaration (Sec. 2 of H.R. 14643) that

". . . this and future generations of Americans should be assured ample opportunity to develop to the fullest extent possible their intellectual capacities in all areas of knowledge pertaining to other countries, peoples, and cultures; and that it is therefore, both necessary and appropriate for the Federal Government to assist in the development of resources for international study and research . . ." leads me to suggest for consideration the possibility of including a provision under Sec. 4 of H.R. 14643 which would subsidize, through the use of excess currencies, undergraduate education of veterans who may be beneficiaries of the Cold War Bill of Rights and, contingent upon the availability of funds, other U.S. students who desire to study in countries where the U.S. has such currency balances.

The pending legislation and other existing federal programs provide for subsidization of graduate education abroad. It is my opinion that we should expand the principle of such support to undergraduate education as well.

I am, therefore, attaching a proposal for the use of excess currencies to defray the cost of undergraduate education of U.S. students who wish to study abroad. I hope that the substance of this proposal is appropriate for consideration by your Subcommittee as it considers the International Educational Act of 1966 and that the members of the Committee will find some merit in it.

With best wishes, I am,

Cordially,

BRANT COOPERSMITH.

A Proposal for the Use of Excess Currencies To Defray the Costs of Undergraduate Education for U.S. Students Who Wish To Study Abroad

Excess currencies accruing to the U.S. from a variety of foreign aid programs particularly P. L. 480 funds and those which will come from the Food For Freedom proposals present an increasingly difficult challenge especially in developing nations which are characterized by sensitivity to encroachments upon independence, real or imagined. The recognition that an investment in education is for all practical purposes tantamount to a capital investment as well as a major contri bution to human development has led to a variety of proposals large and small that significant portions of excess currencies be allocated for educational purposes. However, with rare exceptions it is not contemplated nor has specific legislative provision been made for the allocation of these funds to the use of U.S. undergraduate students.

1. Authorization should be granted to make excess currencies available to defray the cost of undergraduate education and subsistence for U.S. veterans and, contingent upon the availability of funds, other U.S. students who desire to study in countries where the U.S. has such excess currency balances.

2. At the present time undergraduate study abroad is limited to either the exceptional scholarship student or those students who can afford what today must be considered a luxury. It would be highly desirable that the opportunity for foreign study be available to the less affluent and ordinary student as well.

3. Usually foreign study at the undergraduate level such as the Junior Year Abroad programs take place in European nations. The utilization of excess currencies for undergraduate education would stimulate such study in other parts of the world.

In view of the importance of Asia, Africa, and the Middle East, it is essential that they be included in the thinking of the people of the U.S. as something other than exotic, mysterious locations, cultures, and peoples and become integrated into the American vision of the world as one community. A steady flow of American undergraduates to those regions would contribute to that end.

4. In view of the fact that excess currencies belong to the people of the U.S. every effort should be made to have the ordinary citizen benefit from them so long as it is considered beneficial to the U.S.

5. Current proposals for Bi-National Educational Foundations have met with resistance because of sensitivity in the grantee nations to the possibility of becoming involved with what is termed cultural imperialism. An undergraduate student program would not run that risk. The number of students benefitting by such a program would depend upon the willingness of the foreign universities to accept them. Therefore, the criteria for participation in the program would be in the hands of authorities in the grantee nation thus avoiding the possible allegation of imperialism of any sort.

6. Benefits to ordinary U.S. students would emphasize the "mutual" aspects of the foreign aid program. Psychologically, this would be desirable in the grantee nation. This is one means in which they, in fact, can pay their own way diminish-

ing the possibility of Shakespeare's warning. ". . . for loan oft loses both itself and friend."

7. The appearance of ordinary American undergraduates on foreign campuses would be desirable in communicating the values of our culture by their example. There can be few better ways of indicating the nature of our modern technological society than by the conduct of our young people. Their aspirations, hopes and plans for good or ill would be more illustrative than countless lectures urging the concept that education has utilitarian as well as cultural functions.

8. With the adoption of the Cold War Bill of Rights the U.S. has an obligation to contribute to education for our veterans creating demands upon our treasury which could be relieved by the extent that veterans availed themselves of the benefit of the use of excess currencies if such use is authorized.

9. A special program encouraging veterans to use these funds for study abroad would in the case of 1000 students save the taxpayer in the U.S. $100,000 per month.

10. With the increasing cost of education in the United States, the $100/month contribution to a veteran's education under the Cold War Bill of Rights may still present the veteran with considerable economic problems. He, therefore, may be stimulated to take advantage of an opportunity to study abroad under conditions wherein full tuition and subsistence would be provided out of excess currencies.

11. Such an opportunity for study abroad might for some persons provide an escape valve from the frustrations and pressures of ghetto living in our major cities. In those cases it could be argued that such educational opportunities would, to the extent to which they are exercised, minimize tensions.

12. Increased study by U.S. students abroad would provide the nation with additional human resources when dealing with international affairs.

Ithaca, N.Y., *September 19, 1966.*

Hon. Wayne Morse,
Chairman of the Subcommittee on International Education Act,
U.S. Senate, Washington, D.C.:

International Education Act most important legislation to help higher education make a greater contribution to our country's capabilities to deal intelligently with overseas problems. Hope very much for your support for this important measure.

James A. Perkins,
President, Cornell University.

Mexico 5, D.F.,
June 22, 1966.

Senator Wayne Morse,
Old Senate Office Building,
Washington, D.C.

Dear Senator: When you so kindly received Dr. Lindley and Mr. Sharp in your offices recently, you mentioned Senate Bill No. 2874 regarding education and said you would welcome any suggestions we might have to offer which would open the door to the University of the Americas in Mexico, D.F. coming within its terms and provisions.

Both Dr. Lindley and I made some notes on copies of the Bill and you may have already heard from him by this time. However, since he stayed in the USA, delivering a Commencement Address at Lexington, Kentucky, I'm taking the liberty of forwarding my marked copy, with the thoughts that occurred to us as perhaps being useful to enable the UofA to qualify within the framework of the Bill.

As hearings take place I do hope that it will be possible for the legislation to be edited, and of course subsequently adopted to accommodate the UofA.

We're most grateful for your deep interest in the school and what we're trying to accomplish. We can't help but be enthusiastic as we review recent years and see the progress, particularly the impact being made in this area.

Sincerely,

(Signed) Jess N. Dalton.

[S. 2874, 89th Cong., 2d sess.]

(Omit the part struck through and insert the part printed in italic)

* * * * * * *

A BILL To provide for the strengthening of American *oriented* educational resources for international studies and research

* * * * * * *

SEC. 2. The Congress hereby finds and declares that a knowledge of other countries is of the utmost importance in promoting mutual understanding and cooperation between nations; that strong *American oriented* educational resources *irrespective of situs* are a necessary base for strengthening our relations with other countries; that this and future generations of Americans should be assured ample opportunity to develop to the fullest extent possible their intellectual capacities in all areas of knowledge pertaining to other countries, peoples, and cultures; and that it is therefore both necessary and appropriate for the Federal Government to assist in the development of resources for international study and research and to assist the progress of education in developing nations, in order to meet the requirements of world leadership.

CENTERS FOR ADVANCED INTERNATIONAL STUDIES

SEC. 3. (a) The Secretary of Health, Education, and Welfare (hereinafter referred to as the "Secretary") is authorized to arrange through grants to *American oriented* institutions of higher education, or combinations of such institutions, for the establishment, strengthening, and operation by them of graduate centers which will be national and international resources for research and training in international studies. Activities carried on in such centers may be concentrated either on specific geographical areas of the world or on particular fields or issues in international affairs which concern one or more countries, or both.

* * * * * * *

GRANTS TO STRENGTHEN UNDERGRADUATE PROGRAMS IN INTERNATIONAL STUDIES

SEC. 4. (a) The Secretary is authorized to make grants to *American oriented* institutions of higher education to assist them in planning, developing, and carrying out a comprehensive program to strengthen and improve undergraduate instructions in international studies. Grants made under this section may be for projects and activities which are an integral part of such a comprehensive program such as—

* * * * * * *

(c) The Secretary shall allocate grants to *American oriented* institutions of will most nearly provide an equitable distribution of the grants ~~throughout the States~~ *to whomsoever directed* while at the same time giving a preference to those institutions which are most in need of additional funds for programs in international studies and which show real promise of being able to use additional funds effectively.

* * * * * * *

NEW YORK, *August 16, 1966.*

Re S. 2874 and H.R. 14643.

DEAR SENATOR MORSE: Thank you for giving me this opportunity to offer my proposals, regarding international education.

The International Education Fund, Inc., offers a "do-it-yourself" via a lending hand program, through the use of credit leverage, combined with "growth investment" applied to international education.

It proposes to preserve the private enterprise approach to education, by providing a helping hand to those who wish to help themselves, where other means are not available.

This is a self-financing program, that does not require tax money.

The International Education Fund, Inc., provides the "know-how" and assistance for arranging long term, low cost loans to college students world-wide, in order that they can complete their education in the sciences, medicine, etc., where they have no other means of obtaining financial assistance. Such loans are arranged through local banks and established institutions of education, in the area of the students home.

In addition the International Education Fund, Inc., arranges for long term, low cost financing to colleges for the expansion of their facilities, on terms and conditions that can be met within the provisions of their budget structure.

The International Education Fund, Inc., proposes to finance this work, through the establishment of an Investment Fund, by the issuance of 30 year Debentures at current rates of interest, to be guaranteed by the Federal Government.

This Investment Fund, of several hundred million dollars to begin the program; will be invested in "growth" type Investment Companies, that over the past quarter century, have demonstrated a growth of over 20% per annum compounded. This Investment Fund will appreciate enough to pay interest on the Debentures at current market rates, build a Sinking Fund for the redemption of the Debentures at the end of 30 years and still generate sufficient revenue to carry on the work described above, in the field of international education, by working with local banks and established institutions of higher education, in arranging for long term, low cost loans to college students from the local banks.

For each $1,000. 10 year loan at 3% interest, that the local bank grants to a college student; the International Education Fund, Inc., will take from that bank an additional $2,000. 10 year loan, at current rates of interest, plus the differential, of the college students 3% and the current rate of interest. The local bank will thus, be paid the current rate of interest on the entire amount loaned, under the arrangement of, and guaranteed by the International Education Fund, Inc. The loans to be repaid in the local currency of the country, in which the bank is located; or, if the bank prefers ⅔ can be repaid in "hard" currency, this also applies to interest payments.

The International Education Fund, Inc., will invest the $2,000 loan from the bank, through it's Investment Fund. This $2,000. investment in 10 years, will amount to $6,000. (Based on the experience of the past quarter century, of "growth" type Investment Companies.) This amount is sufficient to pay all the interest payments of the bank loans and to repay the original loan of $2,000., also if for any reason the college student cannot repay his loan, there is sufficient revenue from this investment to repay his $1,000. loan plus any interest that he may owe.

The local bank profits in many ways. It makes a loan at current rates of interest, guaranteed by a strong International Education Fund, Inc. It can obtain repayment of ⅔ of the loan and interest payments, in the "hard" currency of any country it wishes, through our Swiss banks. It creates good will for the bank, by assisting college students, the future leaders of the community.

In the case of assisting established colleges to expand their facilities, the International Education Fund, Inc. will arrange for a local 30 year Debenture issue at current rates of interest. To be guaranteed by the local government and/or the International Education Fund, Inc.

The ratio would be the same as in the case of a college student loan. For each $1,000,000.00 that the college would need; a $3,000,000.00 Debenture issue would be obtained. Of this ⅓ would go to the college and ⅔ would be invested through the Investment Fund of the International Education Fund, Inc.

The college would pay interest on its part of the Debenture Issue, to the International Education Fund, Inc. at the rate of at least 3% per annum, or more, up to the full current rate at which the Debenture Issue was obtained. Depending on the ability of the college to pay. The differential, if any, would be made up by the International Education Fund, Inc.

The $2,000,000.00 invested, by the International Education Fund, Inc., of the $3,000,000.00 Debenture Issue, in 30 years would amount to $60,000,000.00. (Based on the experience of "growth" type Investment Companies, during the past quarter century.) This amount would be sufficient to pay all current interest and to repay the original $3,000,000.00 Debenture Issue, even if the college is not in a position to contribute anything during the 30 year period.

This proposed program of the International Education Fund, Inc., can begin to operate by an initial 30 year Debenture Issue, guaranteed by the Federal Government, of $900,000,000.00. This will cover both the college student loan, as well as the college expansion programs. On a more limited basis, covering only college student loans, the program could be started with an initial 30 year Debenture Issue, guaranteed by the Federal Government, of only $360,000,000.00.

Each year as the program progresses and needs require, additional funds could be raised, by additional Debenture Issues.

It is proposed that the Investment Fund of the International Education Fund, Inc., be placed in the custody of the Chemical Bank New York Trust Company and invested in well established and managed "growth" type Investment Companies, that have demonstrated a growth rate of at least 20% per annum, over a period of years.

This program requires no tax dollars, because it is self-sustaining, through the employment of the principle of private enterprise and investment in privately owned "growth" industries, through the use of credit applied to international education. A lending hand to help those, who want to help themselves.

In support of the appreciation through "growth" demonstrated by well managed Investment Companies, over the past quarter century; (1/1/41 to 1/1/66) I refer to: Investment Companies by Arthur Weisenberger & Co.; Fundscope by Fundscope Inc.; Johnson Charts by Johnson Corp.

The following figures are the results of $10,000 invested for 20 years. An average of 6, 20 year periods, during the last quarter century. Figures taken from FUNDSCOPE, July, 1966:

Investment Company	*20-year Result (6 period Average)*
Affiliated Fund	$142, 315
Broad Street Fund	110, 162
Chemical Fund	130, 787
Eaton Stock Fund	121, 333
Fidelity Fund	135, 944
Founders Fund	122, 402
Investment Company of America	123, 547
Keystone K-2 Fund	177, 272
Keystone S-2 Fund	100, 384
Keystone S-3 Fund	135, 572
Keystone S-4 Fund	103, 064
Massachusetts Investment Growth Fund	147, 016
Massachusetts Investment Trust Fund	117, 017
National Investors Fund	163, 157
Philadelphia Fund	107, 744
Putnam Investment Fund	99, 913
State Street Fund	126, 748
United Accumulation Fund	118, 854
Fundamental Fund	121, 931
Keystone S-1 Fund	104, 007

The above 20 Investment Companies are an example of the many more "growth" type Investment Companies that have similar and even greater appreciation records, on a consistant basis over a period of many years.

If there are any questions or need for additional information, I shall be most happy to provide any requirements that the Committee may have.

I appreciate this opportunity to present my proposal of providing international education, without cost to taxpayers, at the same time exalting the private enterprise system under which we live.

Sincerely yours,

PIERRE A. DU VAL.

EASTERN WASHINGTON STATE COLLEGE,
Cheney, Wash., April 13, 1966.

HON. WAYNE MORSE,
U.S. Senate,
Washington, D.C.

DEAR SENATOR MORSE: The purpose of this letter is to express some concerns about H.R. 12451/12452 the International Education Act of 1966.

If one of our national purposes is to aid in the development of the democratic ideology, which implies not only the right of choices but also the ability to choose, logically, it can only be concluded that the general level of education in any developing country is related to its ability to make choices. The general level of teacher preparation determines the maximum level of general education, consequently, normal schools and teachers' colleges in developing countries have a most important stake in the development of democracy. Their counterparts in America also share this responsibility.

In discussing this issue last week with Dr. Ralph Flynt, Associate Commissioner of Education, it was concluded that the "blue ribbon" panel called to testify might easily overlook this important aspect. It was suggested that I might request the privilege to testify in this behalf due to my experiences as a specialist in teacher education in Korea. However, I would suggest instead that you consider Dr. William Drummond of the George Peabody College for Teachers as a person who has had similar experiences and shares the same views.

My concerns are not related to who might be called to testify as much as the right issues are brought into focus.

Sincerely yours,

WALTER L. POWERS,
Professor of Education and Psychology.

FORDHAM UNIVERSITY GRADUATE SCHOOL OF ARTS AND SCIENCES,
DEPARTMENT OF HISTORY,
Bronx, N.Y., September 15, 1966.

HON. WAYNE MORSE,
U.S. Senate,
Washington, D.C.

DEAR SENATOR MORSE: A number of the faculty at Fordham interested in promoting the development of international studies have been following with concern and interest the progress of federal legislation in support of such education this year.

I would just like to express to you my appreciation for your efforts on behalf of higher education, and my firm agreement with your position that such an important cause should not be allowed to go under due to the fiscal pressures of the Viet Nam war.

Here at Fordham we have been devoting a great deal of effort to interesting college students in the affairs of other nations, with primary emphasis on Latin America. We have for several years sent young collegians to Mexico for summer work building adobe huts and community centers for impoverished villagers. We have also operated a Junior Year in Chile program and had an active interdisciplinary undergraduate Latin American Program. The graduates from that small group have gone on to Peace Corps and graduate study in Latin American affairs.

We hope that the International Education Act will be passed, and also, even if curtailed funds indicate a primary emphasis on existing graduate centers, that some funds will be allotted to attracting, now, as undergraduates, the graduate scholars of two or three years hence to this vital, neglected field. For your information, I would be happy to send on to you from time to time information on what is going on here.

Thank you for your efforts, and please keep at it!

Sincerely,

ROGER WINES,
Chairman, Department of History.

FOREIGN LANGUAGE LEAGUE SCHOOLS,
Salt Lake City, Utah, August 17, 1966.

Senator WAYNE MORSE,
New Senate Office Building,
Washington, D.C.

DEAR SENATOR MORSE: We would like to thank you for your invitation to submit a written statement which will be considered as part of your hearings on the International Education Act of 1966. Our statement is enclosed:

Sincerely,

ROBERT DEBRY,
Executive Director.

PREPARED STATEMENT OF ROBERT DEBRY, EXECUTIVE DIRECTOR, FOREIGN LANGUAGE LEAGUE SCHOOLS, SALT LAKE CITY, UTAH

The Foreign Language League respectfully requests that the wording of the bill currently under study be changed so that the words "or other public or private non-profit educational organizations" be inserted immediately after the words "institution of higher education" wherever these words are used in the Act.

At first blush it seems obvious that an "institution of higher education" would be the logical vehicle through which these programs could be administered. There are, however, organizations which do not qualify under this definition which could make a significant contribution to this area. The broader category which we are suggesting does not require the Secretary of Health, Education, and Welfare to deal with organizations other than institutions of higher education. It would, however, give them flexibility to take advantage of the capabilities of private organizations where they deem they can make significant contributions.

As we have noted above, it appears superficially that an "institution of higher education" would be the logical choice to operate these programs. However, in practice, there are many organizations which can certainly render much better and much more efficient services than can a typical college or university. For example, according to the terms of the Act, Slippery Rock State College is eligible to organize and offer a foreign study experience for teachers. Slippery Rock State College may have a faculty of thirty people, none of whom have ever been in Europe; and their administrative costs of traveling back and forth and bumbling around trying to make adequate arrangements can be astronomical. The quality of the course may, in fact, be very good; but on the other hand the fact that Slippery Rock State College teaches a class in Madrid doesn't mean the class would be any better than if they taught it back at Slippery Rock.

By way of example, similar provisions of overseas training exist under the National Defense Education Act of 1958. Under the terms of that Act, an "institution of higher education" can operate an overseas institute for U.S. language teachers. The Foreign Language League made a proposal to the Office of Education to operate a 1966 institute. The quality of the type of institute we proposed would have been as good or better than other institutes which we have observed. Our proposal would have cost the U.S. Offices of Education $250 per participant. The Office of Education rejected our request not because of the quality or cost of the program but because we did not qualify under the definition of the Act. The critical point here is that the institute we recommended would have cost approximately $250 per participant. The overseas institute which the Office of Education is now sponsoring will cost approximately $2,000 per participant. In other words, for the same cost we could train nearly ten times as many teachers—and do a good job of it.

In addition to the revised language which we have suggested for the Act, we also strongly ask the Committee as a part of the International Education Act of 1966 to amend Title XI of the National Defense Education Act of 1958 and Section 1101 thereof by inserting the words "or other public or private nonprofit educational organizations" immediately after the words "with institutions of higher education." This amendment is designed to achieve essentially the same goal as we have suggested above.

We strongly urge that the recommendations made in this statement be adopted by your Committee so that the Secretary of Health, Education, and Welfare can have the flexibility to tap the resources of the many organizations which can make significant contributions toward the goals of this Act.

Enclosures: Attachments 1 and 2.

ATTACHMENT 1

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE,
OFFICE OF EDUCATION,
Washington, D.C., November 30, 1965.

DR. ROBERT DEBRY,
Executive Director,
Foreign Language League Schools, Inc.,
Salt Lake City, Utah.

DEAR DR. DEBRY: This is a reply to your letter of November 23.

Your proposal for an MDEA institute for advanced study to be conducted at Caen and Paris during the summer of 1966 was not eligible for consideration because your corporation does not fit the definition set by Public Law 88-665, Title XI and Title I.

Letters from Dr. Donald N. Bigelow and me, with enclosures giving the definitions and method of determining accreditation and eligibility of institutions of higher education, have previously given you all the pertinent information.

We appreciate your interest in improving the qualifications of teachers of French.

Sincerely yours,

EUGENE E. SLAUGHTER,
Chief, Modern Language Institutes Branch,
Division of Educational Personnel Training.

ATTACHMENT 2

Foreign Language League Schools

The world's largest international high school system ... (nonprofit)

Mayrhofen Austria

Preface

"In educating for the world of today and tomorrow, a world in which the barriers that separate men and nations must be torn down, there is no substitute for involvement with another culture. To learn another language is to acquire the vehicle by which we can overcome our provincialism and cultural isolation and achieve an understanding and appreciation of the life of those who before were foreign to us. To learn a people's language while living among them, observing their habits and ways, studying their civic institutions, and participating in their daily activities is clearly an ideal method of cultural education.

In examining the program of the Foreign Language League Schools, I have been impressed not only by its apparent educational integrity but as well by the care with which the League has provided for the needs and welfare of the individual student. The unusual success of the League has been due to careful planning, organization, and supervision.

Very sincerely,

Sterling M. McMurrin
Former United States
Commissioner of Education

The idea and the achievement

Personal experience is always the best teacher. But, for most young Americans interested in the languages and culture of Europe, personal experience has been limited to infrequent contacts with visiting Europeans or, at best, to an unsatisfactory jet paced vacation racing over the traditional tourist trails of Europe.

Among Europeans themselves it is comparatively easy for students to cross borders, taking advantage of educational and cultural programs offered in neighbor countries. Impressed by what they saw of a summer school session in Austria, founders of the Foreign Language League decided there was a definite need for young Americans to enjoy this same rich experience in a foreign country.

This is the basic concept of the Foreign Language League. From it has grown a successful array of campuses in Austria, Germany, Switzerland, France, Italy, Spain, England, Scandinavia, and Hawaii. At these campuses, young Americans are offered schooling rich in foreign languages and culture. Some campuses offer special courses in English Literature, Art History, European History, Classical Civilizations, and Polynesian Culture. In the United States, the Foreign Language League also operates "English as a Second Language" schools for outstanding European students.

The academic standards of all Foreign Language League schools are high. Morning hours are spent in classroom study, with afternoons and evenings free of the heavier academic work, but scheduled for independent study, recreational and cultural activities. Participation in regional weekend sightseeing trips, visits to museums and art galleries, meetings with dignitaries of the host area, lively discussions with their foreign contemporaries ... all these develop in American students a deeper and more personal understanding of the nations and peoples of the world. In this way the Foreign Language League is making significant strides in building international amity.

The Advantages of Foreign Language League Schools

The Foreign Language League is a nonprofit organization

Unlike some recently organized and commercially operated foreign study programs, the Foreign Language League is an accredited school whose services are not intended to show a profit. The cost of summer study with the Foreign Language League covers travel and academic costs and the many stimulating activities connected with the school program. All efforts are expended to see that the student receives maximum value for his school and travel fees.

The Foreign Language League is experienced

The directors and administrative officials of the Foreign Language League are responsible and widely traveled men with broad experience in education. They have been organizing academic programs in Europe, Africa, and Asia for many years, and have been recognized by government and professional groups as providing unequalled scholastic experiences for their students.

The Foreign Language League has stature

The Foreign Language League operates the world's largest foreign summer school program. In the past two years some five thousand students have benefited from Foreign Language League study programs in Europe. Because of its size and prestige, the Foreign Language League can offer the student more opportunities, better facilities, greater safeguards . . . without loss of individual attention.

The Foreign Language League is run by educators

James DeBry, president of the Foreign Language League, has been an administrator and teacher for 38 years. The headmaster, Dr. Lynn M. Hilton, received his Ph.D. in educational administration from the University of Chicago. These two top administrators alone have a combined total of nearly 60 years' experience in the field of education. Other personnel of the Foreign Language League are also highly qualified educators.

While it is normal for schools to be operated by educators, prospective students should be aware that many commercial overseas programs are operated by people with little or no experience in the field of education.

The Foreign Language League maintains American standards

Many excellent European study programs are available for older American students as part of regular European university sessions. However, it is our opinion that teenage American students do not belong on the campus of a European university. Because of the more relaxed moral standards prevailing there, it is not desirable that they should mix too freely with older European students. Instead, the Foreign Language League has arranged for carefully supervised introductions and contacts with young people of the same age and with approved families.

Class work is especially designed for Foreign Language League participants to achieve the maximum exposure to the local culture within the limits of safety and discipline.

The Foreign Language League provides complete chaperonage

Competent American administrators oversee the entire program at each campus. Additionally, one American chaperon has charge of approximately ten students, with no other duties than to care for the welfare of those students and to help ensure that they have the richest experience possible. Alcoholic beverages are absolutely prohibited. Dorm hours and regulations are strictly enforced. However, students are given all the freedom they will prudently exercise.

The Foreign Language League Schools have well supervised activities

Naturally classroom work is of prime importance, but extracurricular activities have been given special attention in order to supplement and enrich the academic program and to assist in developing leadership ability. Such activities include many weekend and afternoon excursions, dances, swimming, talent shows, movies, sports, hikes, discussion groups, folk culture events, yearbook staff, student government, and many more.

Typical Foreign Language League campus

French Language Programs in FRANCE

France is a country whose moods and features are constantly changing before the very eyes of those who visit her. The freshness of Normandy, garbed in the colors of a fruitful countryside, sweeps into the stern beauty of nearby Brittany, with its gray, jagged coastline and sea battered cliffs, and eternally white Mont Blanc, the highest peak in the Alps, towers above the Alps Maritimes, gazing with cold majesty southward across sunlit hills and valleys toward the warm blue of the Mediterranean.

France has been the host country most favored by students of the Foreign Language League. In 1965 alone, nearly 1,000 U.S. students pursued summer studies on the campuses of Foreign Language League schools in France. This year, to acquaint our students more thoroughly with France and her people, each of our schools will be held on two campuses, each campus differing geographically and culturally from the other.

At each campus, to promote the integration of the American student body into the local French community, we have carefully selected a group of local French students who will live at the school with the American students. In addition to helping with local customs and language, these French students will invite the Americans to their parents' homes and to join with them and their circle of young friends. It is planned to have one such youthful host for each ten American students.

Group A: A special favorite among the French campuses is **Reims**. Reims, in the beautiful and historic Champagne region, has many exciting attractions of interest as well as being close to Paris for weekend visits. After three weeks there, the group will move to **Villard-de-lans**, near Grenoble, for another three weeks. Grenoble is to be the scene of the 1968 Winter Olympics, and is a charming and popular resort in the Savoy Alps of France.

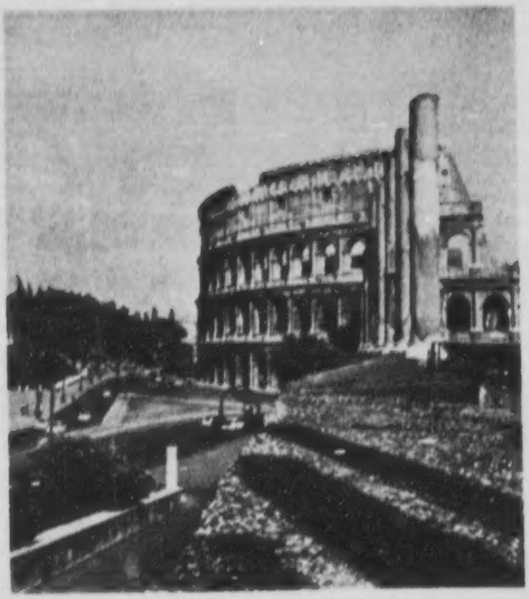
Group B: Three weeks in **Paris** have been scheduled for this group, followed by three weeks at the resort of **Evian**, on Lake Geneva. Evian, a short distance from the Swiss city of Geneva, is a magnificent lake resort, with wonderful facilities for all kinds of sports and activities. Colorful folk festivals are held in July and August.

Group C: This campus group will spend three delightful weeks in **Paris**, followed by three weeks in **St. Serven**, in Brittany. St. Serven, rich in culture, will help students appreciate the special qualities of the Breton people. Their historic, sprawling countryside is crowded with interest and color. Between St. Serven and Paris, students will enjoy the entire scope and sweep of life in France, tasting and enjoying both its city sophistication and the rich rural customs of the country.

Le Pont Neuf, Paris, France

Art Studies and Italian Language Program in ROME

Classes for the first two weeks of the school session will be held at the sea resort of Catollica on the coast of the Adriatic. Here, students will have a wealth of opportunity to enjoy the sun and sea on a special private beach in after-class hours. The final four weeks will be in the Eternal City, Rome. Here, students will have all the many and varied treasures of this classic city to enrich their stay. Students can choose Art History, or Drawing and Painting curriculum. One lecture per day is given on beginning Italian language.



Classical Civilizations Course: ITALY, GREECE, EGYPT

Students will spend four weeks at Catollica, Italy, on the shore of the Adriatic Sea to study background material for the Mediterranean trip. During the final two weeks of school the student body and faculty will board a special first-class cruiser at Venice to visit historic ports of call along the Dalmatian coast of Yugoslavia among the jewel-like islands of the Aegean Sea, then to Athens, the city that blends together the ancient and modern world, and on to the exotic ports of Egypt. Lectures will be given on shipboard to prepare students for each meaningful port visit ashore.

Adriatic Line ships are used for Classic Civilizations Course

Spanish Language Program in MADRID

Spain is a nation of color and emotion. Its people and national temperament reflect the many civilizations that have helped create it . . . Roman, Moorish, Christian. The stunning sun-drenched splendor that is Spain holds enough interest and excitement for many summers of study. But the program planned by the Foreign Language League will give students an incomparable introduction to the language and customs of Iberia.

Madrid, the capital of Spain, is the cultural center of the country and a city of world eminence. Situated on a 2,000 foot high plateau, Madrid also is a city of majesty and beauty that has been modernized and re-created from the ruins of the Spanish Civil War. The new sections consist of broad, clean avenues and streets. Parks are a profusion of flowers, shrubs, and trees. The older town is a direct contrast, with fascinating old homes and ancient narrow, winding streets.

Visitors to Madrid find all the attractions, entertainment, and conveniences of a lively but sophisticated metropolis. Students and chaperons will enjoy the following: the Prado Museum, Retiro Park, Royal Palace, 17th Century Cathedral, Plaza de Toros (Bull Ring), and the Archbishop's Palace.

School is held on the campus of the Ciudad Universitaria (founded 1508). However, students will occupy newly built dormitories and classrooms during their stay. Informative lectures and class work occupy most of the morning school hours, with conducted tours through museums and an exciting array of old historical points taking up many of the afternoons. Sports and many forms of recreation also are available, making use of the splendid facilities available to the school.

Ancient castle at Segovia, Spain

Foreign Language League students meet the mayor of Madrid

[illegible] Mermaid, Copenhagen Harbor, Denmark

Modern European History Program in SCANDINAVIA

The excellent success of the 1965 modern history program held in Copenhagen has prompted the Foreign Language League to make this an annual program.

The Scandinavian countries, traditionally holding themselves aloof from most of the squabbles and troubles of Europe, are ideal locations for unprejudiced examination of modern European events.

Gay and gleaming Copenhagen enthusiastically received students of the Foreign Language League's 1965 summer school. With its winding streets, unexpected canals, its fine university and its many attractions in the field of music and art, Copenhagen was immensely popular with everyone. As with Copenhagen, so with the rest of Scandinavia . . . the fabulous lands of the North, each a Hans Christian Andersen fairy tale come true. Sparkling blue fjords and bays, glittering white sandy beaches, and quiet country streams light up the peaceful countryside.

The modern history program will take on special meaning against this moving background. The 1966 Scandinavian campus is tentatively set for Copenhagen.

English Literature Program in LONDON

House of Parliament and River Thames, London, England

Shakespeare's birthplace, Henley Street, Stratford upon Avon

For the student of English literature, nothing could be more fascinating or more useful than a summer in England. Here you can join with the characters from the immortal works of Shakespeare, Dickens, and many other renowned English writers, seeing with their eyes and feeling with their senses the sights and sounds of Elizabethan England . . . the Golden Age of English literature. Here in the pageantry of days gone by were thrashed out the solutions to personal freedom, democratic government, and impartial justice for all.

For Americans, whatever their own national origins might be, England and her literature are a monumental legacy freely given. Study of English literature becomes alive and immediate when you yourself can stand in the blood soaked Tower of London, or upon the famous soil of Runnymede, or stroll through quiet and lovely rustic villages celebrated by poetic giants like Shakespeare, Wordsworth, and Coleridge.

Time spent in classroom work and attending lectures will be amply rewarded by increased understanding of the England which produced so many ageless works of literature. The myriad excursions and activities planned will be a rich experience, a memorable pleasure. As an important part of the curriculum, students will attend several stage plays, including some Shakespearean favorites.

French Language Program at LEYSIN, SWITZERLAND

Switzerland has been called the "Heart of Europe." Its central location has made it an international crossroads for centuries, while its unsurpassed Alpine scenery has made it a never to be forgotten experience for all who have visited this jewel-like nation. French is spoken by one third of the Swiss people and is one of the four "national" languages, the others being German, Italian, and a tongue peculiar to the Canton (County) of the Grisons called Romansch.

But Switzerland is more than just a land of colorful mountaineers. Swiss industries produce a wide array of ultra-modern precision goods in addition to the expected Swiss watches, and the country is the most important banking center in the world. The largest French-speaking city is Geneva, a resort metropolis and headquarters of the United Nations in Europe.

Leysin, site of the Foreign Language League campus, is a picturesque village located in the high Alps above the eastern tip of Lake Geneva. Built on the side of a mountain, Leysin offers an incomparable view of the superb Dents du Midi Mountains across the valley. The clear air and magnificent surroundings make Leysin an ideal center for summer visitors. Generally known as a health center because of its excellent climate, Leysin has recently become popular as a winter and summer sports area. Available to students are the new swimming pool, tennis courts, miniature golf, and numerous hiking trails.

Caution: Leysin's altitude (4,100 to 7,200 feet) can be strenuous for older people or for persons unaccustomed to such altitude. Leysin participants are lodged in four different buildings throughout the village, and because of the physical arrangement of this mountain village, most travel is on foot up and down flights of steps. Persons with heart trouble or other physical limitations should not apply for the Leysin campus. Because of its popularity with young people, students wishing to study here should make early application.

View from the campus at Leysin, Switzerland

Laie, Hawaii, with a modern campus near Pacific [illegible]

Peoples of the Pacific Program in LAIE, HAWAII

Mark Twain described the Hawaiian islands as "The loveliest fleet of islands that lie anchored in any ocean." Students of the Foreign Language League School will heartily agree with Twain's comment as they sample the many pleasures of this Polynesian paradise and are enhanced by a new knowledge of the peoples of the Pacific.

The Foreign Language League School in Hawaii will offer students the opportunity to enjoy all of the colorful island adventures ...visiting famous beaches, pineapple plantations, tours around the island, colorful hukilaus, and, best of all, mingling with the Hawaiian people themselves.

Here in Hawaii the student has a unique opportunity of learning the history, religion, and traditions of various ethnic groups of the Pacific. Tales and legends of trans-Pacific migrations will be studied, from the first canoes to arrive in Hawaii to the mystery of the Easter Isles, from the fantastic journey of the Maori people to the place of the Melanesian and Fijian peoples in Polynesia. Studies will even cover the more recent history of emigration from China and Japan. It is the purpose of the "Peoples of the Pacific" program to give the student a comprehensive understanding of the historical development of the South Seas from an ethnological, archaeological, and historical point of view.

Here in the newest state of the union, where intercultural co-operation has developed a unique multi-racial society, mainlanders will learn much to be applied in social relations throughout the United States.

Supervised swimming, surfing, sports of every kind will make complete a memorable trip to the islands of Hawaii. As one of the most popular Foreign Language League schools, early application is essential. Students will stay at what is perhaps the most modern and beautiful campuses in all of Hawaii. All flights to Hawaii via United Airline jets.

UNITED

Semester Abroad in LEYSIN, SWITZERLAND

The Foreign Language League offers a full semester of study, helping students to expand and enrich their education through formal classroom study and travel in Europe during the regular school year. The fourteen week program of the League is designed to fill general high school graduation requirements, together with intensive study in introductory and advanced German or French language.

The semester includes a comprehensive three week tour of European capitals: London, Paris, Copenhagen, Rome, Venice, Florence, and Geneva. Eleven weeks of the semester will be spent at beautiful Leysin, Switzerland, high above Lake Geneva. **Full high school credit** for work done is available to all students.

College bound students wishing to have special training in European culture and language will find this semester invaluable. The program is open to high school sophomores, juniors, seniors, and recent graduates.

Historic Matterhorn near Zermatt, Switzerland

German Language Programs in AUSTRIA

The Tyrol is one of Europe's most popular tourist areas. Its unsurpassed scenic beauty, charming old world villages, and accessibility to many exciting and historic spots both in Austria and in the neighboring countries have made it a favorite with League students. Many have seen some of the spectacular views of this incredibly lovely country during the opening scenes of the movie, "The Sound of Music." Much of this fascinating land in the Tyrol will be explored with the Foreign Language League. The excellent German language instructions will increase the student's ability to converse and make friends with the happy people of the Tyrol.

There are two campuses in Austria:

Innsbruck (Seefeld) — The Innsbruck campus is just 15 miles from the center of Innsbruck, in the charming village of Seefeld. This gives students the opportunity to enjoy both the benefits of the nearby metropolis plus the charm of a typical Tyrolean village. Seefeld, itself, was the location of some of the important ski runs during the 1964 Winter Olympics.

Mayrhofen* — Mayrhofen is located at the end of the Ziller Valley, about two hours from Innsbruck. Situated on the valley floor, the surrounding mountains rear up more than 10,000 feet above sea level. Available are tennis courts, swimming pools, and all the other recreational activities students would enjoy. This was the first Foreign Language League summer school, and being so well established has received a great deal of publicity and acclaim from former students. **Early** enrollment is necessary.

*On the front cover is a full color picture of the charming village of Mayrhofen.

The Hofburg, Vienna, Austria

Foreign Language League students at Salzburg, Austria

School Organization and Activities

The Academic Program

Classroom Work: Class attendance is required of every participant. Formal classroom work generally will be held from 9 a.m. to 12 noon, Mondays through Fridays. On campuses specializing in foreign language instruction, students will be placed according to ability and divided into groups of approximately 25. On non-language campuses, these classes may be somewhat larger, and students will be divided on basis of age and interests. Classroom teachers are usually European professors, native to the region. A special series of lectures will be given to the American chaperons so that they also might benefit academically.

Outside Activities: In addition to the regular classroom work, a well rounded program of planned activities will be offered, fostering interest and personal growth in the local language and culture. Activities include:

1. A complete program of excursions to take place on weekends and weekday afternoons. (See Weekend Excursions Section.)

2. A series of special lectures and musical events held throughout the school session. Lectures will deal with the geography, history, and culture of the host country, but emphasis will be on the particular region where the students are living. In general, there will be two such events each week.

3. A selection of suitable films will be shown at each school. At language campuses all films will be either English with subtitles in the language studied, or will have English subtitles and foreign language dialogue.

4. Much of the benefit of the school experience would be lost if students were to live on an "American Island" in a foreign country. Therefore, activities and programs are scheduled to promote the integration of student body into the local community. For example, at each campus there will be a special Mayor's reception at which the students will have an opportunity to meet the Mayor and other dignitaries of the host city. It is the custom at this reception for each student group to present the Mayor with a token gift from the group's home town. The presentation is made formally and in the native language. A photographer will be present to take pictures, and students may send photos to hometown newspapers.

5. In addition to the preplanned programs listed above, there are a variety of student sponsored activities. These will probably include a "hootenanny," talent show, dances, intramural sports, etc. If the student talent show is good enough, arrangements will be made to show it to the local townspeople. (See Student Government Section.)

Policy Regarding Credit Earned

It is the policy of the Foreign Language League Schools to provide courses which lead to credit toward graduation requirements from high schools throughout the U.S. One half content unit is granted to students who satisfactorily complete the six week course. This is essentially equivalent to participation in a one hour daily class for one half of a regularly scheduled school year. While many states honor credit earned in residence at a Foreign Language League School campus, check with local school boards to determine if they will accept a transcript from Foreign Language League Schools as credit towards high school graduation requirements.

Report Cards and Completion Statements

Report cards will be filled out by the language teacher and the chaperon. A letter grade will be given to each participant. Official transcripts of all grades are maintained by the main office of the Foreign Language League.

School Attendance

In order to insure the maximum benefit from their foreign school experience, students must diligently follow the outlined course of study. With the exception of excused absences for illness, classroom attendance is mandatory.

Supervision and Chaperonage

Each student will be assigned to an American chaperon for his stay abroad. Adults selected for these positions are carefully screened, highly qualified, professional educators. The chaperon's sole responsibility is to help his students obtain the maximum benefit from all aspects of the summer program and to look after the personal well being of each student. No one chaperon will have more than 15 students under his charge. The average group consists of ten students for each chaperon. Individual chaperons are usually local high school teachers employed for the summer by the Foreign Language League.

Student Regulations

The following rules of conduct will be strictly observed at all League Schools. Students will be expected to conform to these standards. Parents should expect these rules to be enforced:

1. Students are required at all times to maintain the highest standards of private and public conduct. In case of serious infractions of the rules, the participant may be sent home at his own expense.

2. Students are required to attend all classes unless excused for illness or other valid reasons.

3. Casual dress is proper for the classroom. This, of course, excludes blue jeans, sweat shirts, tee shirts for men and slacks for women. Short shorts are never proper attire at any time. Women should **never** wear slacks in Spain. At dinner, men will wear coats and ties; women will wear heels and hose. Students should always be properly attired when going into the cities.

4. Students may never leave the campus alone, except in rare cases where parents specifically request it and take the responsibility.

5. Appropriate dormitory hours will be posted.

6. Students may not leave the city without written permission from parents, chaperon, and resident coordinator.

7. Smoking is allowed in designated areas of a few campuses; on others it is permitted to smoke only off campus. No student will be permitted to use alcoholic beverages. Misconduct in the use of alcoholic beverages is grounds for summary dismissal from school.

8. Men are not allowed to visit the women's dormitories and vice versa.

9. Conduct in the dining room should be above reproach, and students are expected to observe rules of proper dining etiquette at all times.

10. Students are not permitted to operate motor vehicles without proper authorization.

Health and Safety

From beginning to end, the entire program is planned to insure student health and safety. The choice of airlines, hotels, restaurants, etc., is largely dictated by standards of cleanliness and safety. In addition to all regular precautions, the Foreign Language League provides a registered nurse for daily sick call at each campus. In cases of serious illness, the most modern hospitals of Europe are within reach of any campus. All participants must understand that any time they receive a medical doctor's attention or are admitted to a hospital, the participant himself must bear these expenses. The Foreign Language League recommends that each student be covered by appropriate medical insurance.

Campus Administration

All activities on the campus are directed by the school principal or "coordinator." These coordinators are usually American high school principals familiar with the supervision of groups of young American students. "Assistant coordinators" are American teachers or administrators familiar with the language and customs of the host country. In addition to a coordinator, assistant coordinator, and campus nurse, each campus has a faculty council, composed of all U.S. chaperons. This staff is ably assisted by assistants and teaching personnel who are usually native to the host country.

Student Government

Most of the school activity programs will be developed on a Monday through Friday basis so that students will be free for weekend excursions. Some school activities will be conducted on weekends for students not participating in the trips away from school.

Since students studying with the Foreign Language League are above average, meaningful activities stress leadership development.

Programs planned for the summer include sports (with emphasis on developing skills in European games); assemblies (with American talent and talent and discussions from citizens of the host country); talent shows (competition among American students); newspaper (published weekly at each school); yearbook (planned and assembled at each school but published when the groups return to America); excursions (afternoon visits to local historic places, museums, hikes, etc.); special events (including an American hootenanny and other special programs); host country correlation (working with citizens of the host country for an exchange of ideas, parties, etc.); scholarship committees, religious programs, and student government. All of the above activities will be planned and conducted by the students themselves, with counsel from the faculty advisers.

A calendar of activities for the duration of each school will be made available immediately after arrival at the campus.

Typical School Day

While sessions on each campus may vary slightly, a typical school day would be as follows:

8:00-9:00 a.m. Breakfast at hotel or student housing.

9:00-12:00 a.m. Formal classwork typically conducted by native professors. Attendance is mandatory. Language courses are offered for beginners, intermediate and advanced students.

12:00-1:00 p.m. Lunch at hotel or student housing.

2:00-6:00 p.m. Discussions with professors on European economic, political, and cultural life. Swimming, tennis, golf, and hiking are also available during the afternoons. Some afternoons are left free for study, letter writing, and laundry.

6:30-7:45 p.m. Dinner at hotel or student housing.

8:00-10:00 p.m. Lectures by university professors, discussions with local politicians and business experts, social evenings, concerts, cinemas, etc. Some evenings are free.

Saturdays and Sundays Free for individual activities or for participation in Foreign Language League excursions.

Weekend Excursions

The seasoned traveler finds greater enjoyment in becoming well acquainted with one region than in rushing helter skelter through Europe "name gathering." Areas closely visited by Foreign Language League students will always be familiar and well known, rather than just names of places once passed through.

The excursion program is an extension of the curriculum. Those areas visited are specifically chosen to enrich the student's involvement with the local culture and to tie in with the weekly classroom study. Most weekend excursions are included as a part of the tuition payment. Chaperons will accompany the students on all such outings. Some excursions last three days, many are overnight, and several are one-day or half-day visits. In addition to the areas visited on the Foreign Language League excursions, students may, with proper permission and under supervision, visit other areas of their own choosing at their own expense. By way of example, sample excursion programs from the 1965 program are as listed below. These excursions were all included in the tuition. Excursions in 1966 will be similar.

Le Mont Saint Michel, France

[illegible]

[illegible]

[illegible]

Excursions from Rome, Italy

Venice
Florence
Naples, Pompeii, Capri
Perugia, Assisi
Tivoli, Castelli Romani
Seashore (swimming)
Rome (sightseeing)
Outdoor opera

Excursions from Villard de Lans, France

Paris
Nice, Cannes, Monte Carlo
Geneva
Grenoble
Plateau of Vercors
Valley of the Rhone
Aix les Bains
Chamrousse

Excursions from Mayrhofen, Austria

Grossglockner, Dolomites
Venice
Salzburg   Innsbruck
Munich   Achensee, Tegernsee

St. Peter's Square, Rome, Italy

Excursions from Leysin, Switzerland

Geneva
Lake St. Leonard
Lucerne and Interlaken
Berne
Castle of Chillon   Zermatt
Gstaad   Paris (optional)

[illegible]

The Hometown Group

Approximately ninety per cent of the Foreign Language League participants are members of "hometown groups." A hometown group is simply a group of young people from the same school or town under the leadership of one of the local school teachers. After years of broad experience in the field of international student exchange, the Foreign Language League has found this to be the finest possible system of group supervision. Under the "hometown group" concept, parents may be assured that the chaperon is a highly qualified local person, one with whom they are well acquainted. A hometown chaperon has adequate opportunity to meet with the student group periodically prior to departure, and by orienting the students to the foreign culture in advance, insures their receiving the richest experience possible. He or she is acquainted with the personal background of members of the student group. This is a valuable aid in helping to guide and assist students in a strange and foreign environment.

Returning with the student group to the same school and town, the chaperon is able to meet students in periodic "post study" reunions and discussions at which students can re-evaluate their summer experiences. The hometown chaperon also has opportunity to personally report to parents on the success and progress of individual students.

The Single Student

Approximately ten per cent of the Foreign Language League student body is composed of students enrolling individually. These students may come from schools or areas where there are not enough participants to form a hometown group. In these cases, the Foreign Language League assigns them to a carefully selected, highly qualified chaperon. The "single student" will be assigned to a chaperon as geographically close to his home as possible. A single student has the unique opportunity to become acquainted with a new group of friends. For example, a typical single-student group may be composed of a chaperon from New York, three students from Massachusetts, one student from New Jersey, five students from Connecticut, and two students from Washington, D.C.

American students enjoy sing-along in Madrid Campus

Officers and Directors

League Leaders

James DeBry is president of the Foreign Language League. He has 39 years of experience in teaching and educational administration to his credit and has traveled extensively.

Dr. Lynn M. Hilton is headmaster of the League Schools. He received his Ph.D. at the University of Chicago in 1952 in educational administration and was a faculty member for 17 years at Brigham Young University in Provo, Utah. He is a world traveler.

Robert DeBry is executive director of the League. He received his LL.B. from the University of Utah Law School and is a member of the Utah Bar Association. He has experience of many years of service in overseas education.

Tom Jones is associate director of the League. Mr. Jones lived in Europe for three years, and he has traveled widely through all of Europe. He is a former faculty member at a major western university.

James DeBry

Dr. Lynn M. Hilton

Robert DeBry

Tom Jones

Policies and procedures for enrollment

STUDENT ENROLLMENT

Early Application – Early application is necessary in order to ensure participation. [illegible] it is expected that all available places will be filled by January 1, in order to get first choice of campus, students should make application as early as possible.

Admission Standards – The following requirements must be met, unless special provision is granted from Foreign Language League Schools administration. Each student applicant must:

1. Be 15 to 19 years of age.

2. Be currently enrolled in a recognized secondary school or college.

3. Submit, attached to application, a letter of recommendation verifying good character and good scholastic record.

4. Be currently studying a foreign language, art, or history.

Students wishing to apply, but who do not meet the above requirements, should write a personal letter explaining in detail why they would like to participate with the League Schools.

Selection of Campus – Notice that the French and German languages will be taught on several campuses. Students at these campuses should list a first and second choice of campus location on the student application form.

If the application is received early, students are assured their first choice [illegible]. If registration is not received early enough, students will be invited to attend their second or third choice campus. Information of the campus assignment will be sent early in the spring.

Application Forms – Application forms are available by writing directly to the Foreign Language League Schools, Inc., P.O. Box 1925, Salt Lake City, Utah 84110. (Several application forms are printed in the folder "Special Instructions for Chaperons.")

CHAPERON ENROLLMENT

Qualified U.S. teachers may apply to act as chaperons to small groups of American students. Generally those currently teaching, supervising, or counseling in a public or private school are eligible to fill these positions. Consideration also will be given to those who are otherwise qualified by virtue of special qualifications.

Duties – Chaperons will be employed by the Foreign Language League as supervisor-counselors to American high school students during the summer. This includes supervision in dorms and at extracurricular activities.

Chaperons Will Not Teach – Native professors are employed to teach all classes. Chaperon responsibilities are to insure the welfare and happiness of the student.

Chaperons Study Too – Each chaperon is enrolled in [illegible] classes.

Early Application – All teachers who wish positions as chaperons should apply as early as possible. Most chaperon selections for summer schools will be made by [illegible] of the previous year.

Compensation – Compensation depends upon academic qualifications and number of students supervised. Salary will normally be sufficient to cover individual expenses plus some additional pocket money.

Whether or Not an American teacher is going to personally participate in this program, the Foreign Language League would be pleased to send a supply of materials for distribution among interested students.

Application Forms – Application forms for teachers applying for positions of chaperons are available by writing direct to the Foreign Language League Schools, Inc., P.O. Box 1925, Salt Lake City, Utah 84110. (Also a copy of this application form is printed on the back cover of the folder "Special Instructions for Teachers Applying for Positions as Group Chaperons.")

Prices, Dates, Timetables SCHEDULE OF STUDENT PROGRAMS FOR 1966

(Subject to change. Prices and dates are our best estimates based from 1965 season.)

All Trans Atlantic Flights via DC-8 Fan Jets

Country	Campus Located in City (ies)	Subject matter to be studied	Depart United States Date 1966	Depart United States Airport	Arrive United States Date 1966	Arrive United States Airport	Student Cost
FRANCE	[illegible]*	French Language	28 June	New York	8 August	New York	$698
	Paris [illegible]*	French Language	7 July	New York	13 August	New York	$698
				Chicago†		Chicago†	$758
	Paris [illegible]†	French Language	11 July	New York	21 August	New York	$698
				Los Angeles†		Los Angeles†	$873
SWITZERLAND	Leysin	French Language	16 June	New York	27 July	New York	$750
				Chicago†		Chicago†	$810
	Leysin	Semester Abroad	27 February	New York	4 June	New York	$1895
		Semester Abroad	8 Sept.	New York	10 December	New York	$1895
AUSTRIA	Mayrhofen	German Language	22 June	New York	2 August	New York	$698
	Innsbruck [illegible]	German Language	14 July	Chicago†	24 August	Chicago†	$758
SCANDINAVIA		European History	22 June	New York	2 August	New York	$750
UNITED STATES	Hawaii [illegible]	Peoples of Pacific	25 June	San Francisco or Los Angeles	5 August	San Francisco or Los Angeles	$750
ITALY	Rome	Art History and Italian Language	6 July	New York	16 August	New York	$750
	Classical and Mediterranean Cruise	Classical Civilization	5 July	New York	15 August	New York	$990
SPAIN	Madrid	Spanish Language	12 July	New York	22 August	New York	$698
				Chicago†		Chicago†	$758
ENGLAND	London	English Literature (Shakespeare)	30 June	New York	10 August	New York	$698
		SPECIAL PROGRAMS FOR EUROPEANS TO STUDY IN UNITED STATES					
UNITED STATES	Rochester, New York	English Language	20 July	Paris	17 August	Paris	$440
	New York [illegible]	English Language	15 July	Paris	13 August	Paris	$440

*Participants will stay three weeks on one campus, then [illegible] for [illegible] weeks [illegible] campus.

†If few students [illegible] these points of departure, we reserve the right to [illegible] these flights from New York.

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General Information

Price

where the student starts and ends the program in New York is $698.00. This price is based on current tariffs and is subject to change. The schools in Switzerland, Copenhagen, Russia and Italy are slightly higher. The 18 week Semester Abroad is more. (See page 14.) A student may provide his own transatlantic transportation. In this event some allowance is made from the regular tuition.

is required immediately of each student who applies for enrollment. This fee is nonrefundable (unless the application is rejected by the Foreign Language League) and **does not** apply toward the total price.

Round trip transatlantic or transpacific air transportation by jet from the listed points of embarkation.

Second class trains or deluxe auto coaches for inter European travel.

Selected Class B hotels and student accommodations throughout.

Three meals per day throughout. All breakfasts are continental style; lunch and dinner are table d'hote; beverages with meals are **not** included.

Sightseeing, entrance fees to museums and opera or ballet tickets where shown on the final itinerary.

Transfers from airports or terminals to hotels and vice versa by motor coach.

Tips, gratuities, hotel service charges.

A total of 44 pounds baggage on each flight.

Professional supervision in after class hours.

Nurse's services for daily sick call.

Registration and instructional fees.

Passport fees (in applications), beverages with lunches and dinners, laundry, excess baggage charges, insurance (optional), airport taxes, student activity fees, registration fee, house fees, transportation from student's home to point of embarkation and return, and other items of a strictly personal nature.

A $15.00 nonrefundable registration fee must be enclosed with each application. An additional $100.00 payment must be made no later than December 1, 1965. Registrations received after December 1 must have the full $115.00 attached to be accepted. The $15.00 registration fee is nonrefundable and does not count toward the full tuition price. Tuition payments must be paid in full **no later than** April 1, 1966.

After acceptance, the $15.00 registration fee is nonrefundable. If a student withdraws prior to 30 days before departure, full refund is assured (less the $15.00 registration fee). Withdrawals thereafter must expect to assume additional expenses. However, every effort will be made to keep to a minimum losses to students who must withdraw. There will be no penalty, except for the $15.00 registration fee, if a withdrawing student can provide a qualified replacement.

If a student misses getting on one of the chartered flights and the flight leaves without him, he must understand that the price of the seat (trip) will not be refunded. Student should purchase another ticket to catch up with the group. Otherwise, he will miss additional portions of the program. If a student plans to be absent from a flight and lets his seat go unused (although paid for), he should let the Foreign Language League know at the earliest opportunity.

Each person who participates with the Foreign Language League must be covered by adequate insurance. Therefore, each applicant must:

1. Have his own insurance policy of at least $2,000 life and $500 medical, with baggage and charter fare coverage also recommended. He should check to be sure his own policy will cover him in flight and while he is overseas; or

2. Buy a special policy designed for Foreign Language League students. This policy can include health, baggage, life and dismemberment, and one-way charter fare protection insurance for approximately $21.00. More information concerning insurance will be included in monthly Newsletters published by the League.

All chaperons and students who wish to participate should apply as early as possible. Most chaperon selections for the 1966 summer schools will be made by late fall of 1965. Nearly two thousand five hundred students and teachers participated in the Foreign Language League European programs in the summer of 1965, and many of those already have sent applications for the 1966 program. We expect all available spaces will be filled by January 1, 1966. In order to get first choice of campuses, please make application in September, October or November.

The Foreign Language League reserves the right to make cancellations, changes, or substitutions in emergencies or in the interest of each group, and to alter the cost prior to departure in order to meet unexpected changes in airline fares, hotel rates, etc. The announced fee is based on current tariffs which are subject to change.

At the campus students and chaperons will be housed in previously approved accommodations, usually one or two persons to a private room. Most accommodations are in student residences on the campus. Some accommodations are in homes or hotels. American students will live as European students live. In most cases the Foreign Language League has chosen a campus where the student residences are completely new and modern. In every case accommodations for boys and girls are separate.

The Foreign Language League has recently completed a study of air carriers and has selected Capitol Airways to provide charters in 1966. Capitol has an impeccable safety record of never having had a passenger fatality in over 1,500,000,000 passenger miles of operating history. All flights will be by DC-8 jet. Reports from the Civil Aeronautics Board conclude that Capitol is in excellent financial condition and that all the aircraft meet the statutory tests of fitness prescribed by Government. Those who desire additional assurance as to the reliability and safety of this carrier should direct inquiries to the Civil Aeronautics Board in Washington, D.C.

The maximum luggage weight on the airplane is 44 pounds. This is more than adequate for the experienced traveler.

Specially designed, zipper closed flight bags will be distributed to each participant free. Students will want to carry these flight bags aboard the aircraft, as they nicely accommodate items such as cameras, reading material, and other items of a personal nature. These bags will be shipped to students in time to pack for the trip.

Each participant must take the initiative to get his own passport. This must be obtained at the Passport office in the nearest Federal building.

Every participant must have a smallpox vaccination evidenced by the yellow form properly filled out with the seal affixed. Typhoid shots also are recommended. These shots and vaccinations may be given by your Board of Health or private physician.

Every month the Foreign Language League publishes a newsletter which will keep students posted on all activities. The periodic newsletter will also describe the details for each campus.

Experience has taught that a student should have a minimum of $100.00 plus a ticket to and from the airport at his point of embarkation. It is strongly urged that parents **do not** send too much money with students. One of the important experiences for the students is in having the opportunity to learn to budget money. We ask that no student have **more than** $200.00 in addition to tuition and domestic transportation. Students should anticipate the following extra expenses on the campus: souvenirs and gifts for those at home, postage and post cards, film for camera, textbooks, student activity fees, airport taxes, extra weekend trips if desired, candy bars, soda pop, laundry, and other miscellaneous items.

Carry pocket money in traveler's cheques. Try to take at least $10.00 worth of foreign currency for each country visited. Don't try to change money in Europe until two or three days after arrival.

Typical extra expenses are as follows:

Insurance*	$ 21.00
Airport tax	1.00
Textbooks	7.00
Student Activity and House Fees	7.00
Passport Fees	10.00
Film	15.00
Laundry	15.00
Souvenirs	25.00
Optional activities (swimming, golf, cinemas, etc.)	15.00
Candy, soft drinks, postage, snacks	12.00
Miscellaneous	22.00
Total	$150.00

* This package policy offered by the Foreign Language League includes health, accident, baggage, and flight fare insurance. This insurance is not required if the parents' insurance is adequate to the student's needs abroad.

Foreign Language League Offices

MAIN OFFICE

Foreign Language League Schools, Inc.
P.O. Box 1920
264 East 3900 South
Salt Lake City, Utah 84110

All correspondence should be sent directly to the main office!

INTERNATIONAL OFFICES

Foreign Language League
F.O.L.
26 Rue La Fayette
Paris 9e, France

Foreign Language League
c/o Danish International
Student Committee
Sankt Pedersstraede 19
Copenhagen, Denmark

Foreign Language League
S.O.R.
Leonhardstrasse 19
Zurich 6, Switzerland

Foreign Language League
S.E.U.
Fernando El Catolico 80
Madrid 15, Spain

Foreign Language League
[illegible]
Via Velletri 24
Rome, Italy

DOMESTIC OFFICES

Foreign Language League
305 Clay Street
Van Buren, Arkansas

Foreign Language League
520 Forest Ridge Drive
Marietta, Georgia

Foreign Language League
308 N.E. 13th Avenue
Pompano Beach, Florida

Foreign Language League
43 Wincrest Road
Randallstown, Maryland

Foreign Language League
[illegible]
Lansing, Michigan

Foreign Language League
1501 Winding Way
Bloomington, Indiana

Foreign Language League
10 Fourth Street
Hanover, Pennsylvania

Foreign Language League
916 Concordia
Tempe, Arizona

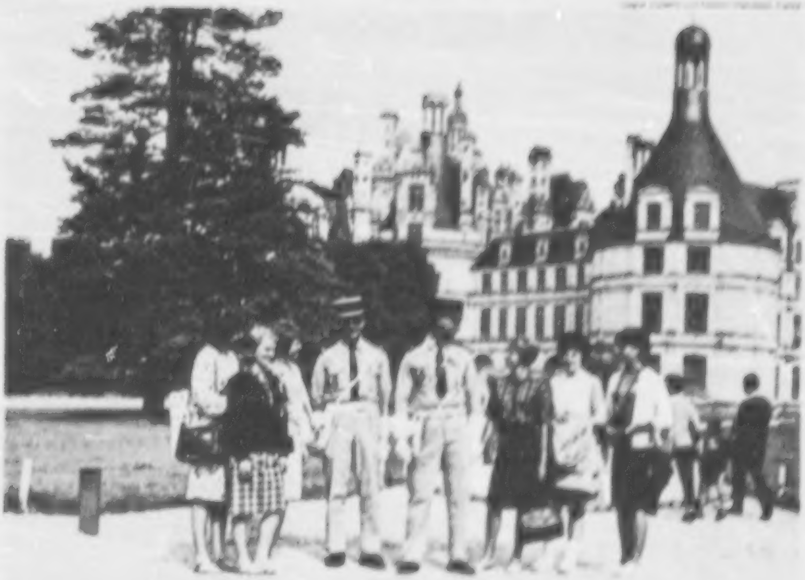
Foreign Language League
[illegible] S.E. 39th Avenue
Portland, Oregon 97202

Foreign Language League
[illegible]
[illegible], Illinois

Foreign Language League
40 Ardale Drive
West Haven, Connecticut

Foreign Language League
[illegible]
La Mirada, California 90638

[illegible]



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UNIVERSITY OF ILLINOIS,
Champaign, Ill., September 20, 1966.

Senator WAYNE MORSE,
Chairman, Education Subcommittee,
Committee on Labor and Public Welfare,
Washington, D.C.:

I understand that some question has been raised about strength of university interest in proposed International Education Act. I believe it could be milestone in fruitful relations between government and universities in international field. Aid requests for assistance in building institutions in underdeveloped countries has caused both strain and drain on staff at many universities. Federal assistance is needed for rebuilding capabilities for future. Act would also strengthen student programs for understanding international problems and for overseas careers. We would welcome prospect of better resources to implement our share of responsibility in serving national purposes delineated in the act. Many other university presidents share these views.

DAVID D. HENRY, *President.*

INDIANA UNIVERSITY,
Bloomington, Ind., September 21, 1966.

Hon. WAYNE MORSE,
U.S. Senate, Washington, D.C.:

Indiana University strongly supports proposed International Education Act pending before your subcommittee. The universities desire to contribute significantly in the fields of international studies and international development. Research and assistance has been proven over a period of years. The proposed legislation would help undergird and strengthen these contributions.

We urge your favorable consideration.

With personal regards,

ELVIS J. STAHR, *President.*

INDIANA UNIVERSITY, DEPARTMENT OF GOVERNMENT,
Bloomington, Ind., February 22, 1966.

Senator WAYNE MORSE,
U.S. Senate, Washington, D.C.

DEAR SENATOR MORSE: I have noted with great interest the introduction by you of the International Education Act bill. I have followed over the years with a great deal of care developments on this front within the United States government. I believe the bill proposed by you should make a very substantial contribution to the strengthening of both the American educational system and to developing necessary closer relations with the institutions of other countries. Both of these steps I consider essential to the strengthening of the position of the United States not only at home, but particularly in our international relations.

May I immodestly refer to a book on this subject which I wrote jointly with the late Charles A. Thompson entitled, CULTRAL RELATIONS AND U.S. FOREIGN POLICY, published by the Indiana University Press. I also did at about the same time a staff study for the Department of State of which I enclose a copy in case it has not recently come to your attention. Both of these items I refer to merely in order to assure you that my support for your bill derives from careful study and a fundamental belief that this is an essential step in the strengthening of the national interests.

If I can be of any assistance in furthering the prospects for this bill, I hope you will not hesitate to call upon me.

Yours very truly,

WALTER H. C. LAVES, *Chairman.*

(The material referred to above may be found in the files of the subcommittee.)

WASHINGTON, D.C., *March 4, 1966.*

HON. WAYNE LYMAN MORSE,
The Senate, U.S. Congress,
Washington, D.C.

DEAR SENATOR MORSE: On behalf of a group of Washington librarians interested in international affairs, I am writing to tell you that we were pleased and encouraged by your introduction of S. 2874—To provide for the strengthening of American educational resources for international studies and research.

We believe the primary resource to be library materials which, in the field of international relations including area studies, are difficult to learn of, to locate, and to acquire. The group mentioned above has been meeting informally for some time to see what we could do among ourselves to remedy the situation. We decided the first step was to prepare a Bibliography of Bibliographies containing sources of information on foreign countries. We completed a draft, prepared a proposal and submitted it to the National Science Foundation. I am enclosing an excerpt from this proposal, a copy of our draft bibliography and a list of the organizations represented in our group.

The group hopes that you, or a member of your staff, will review our proposal and, if you believe it has merit, perhaps communicate your opinion to the Foundation. If you can suggest other sources where we might seek funds, we would appreciate hearing from you.

Respectfully yours,

MARY ANGLEMYER,
Chairman, Inter-Agency Library Group.

(The material referred to above may be found in subcommittee files.)

KALAMAZOO COLLEGE,
Kalamazoo, Mich., August 26, 1966.

Senator WAYNE MORSE,
Chairman, Education Subcommittee, Committee on Labor and Public Welfare,
U.S. Senate, Washington, D.C.

DEAR SENATOR MORRIS: Thank you for the opportunity to provide some written material for consideration by your Education Subcommittee concerning the hearings on Senate Bill 2874, and House Resolution 14643, the International Education Legislation. Because Kalamazoo College, the college that I represent, is a small college, I think it would be useful to indicate briefly some of the background of international programs which we currently conduct as well as some background of my international experience so that my comments may be placed in better perspective.

I believe it is safe to say that Kalamazoo College has a Foreign Study Program more extensive than other college or university in the United States. Presently, approximately 90% of our students will have studied abroad sometime during their four year period at Kalamazoo College. We operate nineteen different programs at thirteen different foreign locations on every continent but Australia. We were the first college to have students in Africa and now have two centers there. We were the first college to open a program in Portugal. In addition to our Foreign Study Program, we have a program of teaching exotic languages which was initially supported by a Government grant. We currently teach Chinese, Japanese, Hindi, Portuguese and Swahili on our campus as a means of enriching our international and non-Western thrusts and providing aid and support intellectually for the students who will be studying in these areas. We have a well developed African Studies Program for our undergraduates. During the last academic year, twenty of our faculty of seventy-five spent some time abroad.

In terms of my own international experience, I have previously been an Economic Adviser to the Planning Board of the Hashemite Kingdom of Jordan, under a program supported by the Ford Foundation. I served in Jordan for fifteen months. Last year, along with two State Department specialists, I represented the Great Lakes Colleges Association on a visit to six African countries to evaluate methods of making connection with African universities. I enclose a copy of the report presented to the Great Lakes Colleges Association at the completion of our trip.

Comments supporting the legislation

May I first of all commend Congress and indicate my strong support for Section IV of the bill. The importance of an undergraduate program and evolvement into the area of international education cannot be overestimated. Unfortunately, if international experience and education is postponed to graduate school, by far the great majority of students will have made their commitments to other things and it will probably be such a comitment that it will be too late for them to shift their interest away from their earlier (non-international commitment. For this reason it would perhaps be useful for Section III to be amended or at least interpreted to include small colleges as potential centers for advance international studies. The bill already includes the opportunity for such organizations as the Great Lakes Colleges Association, of which we are a member, to participate in this kind of activity through "combinations of institutions."

The new bill rightly recognizes the role and responsibility of American Colleges and universities to participate in the educational development of our many friends in the developing countries abroad. Although many of our American faculty members have the talent, interest, and commitment to contribute to this multi-facet educational revolution that is taking place abroad, they and their institutions often do not have the resources to support this commitment. It is an exciting prospect that the Federal Government may soon do something in the area of resources. To support this educational need, may I quote briefly from our African Report of which a copy is enclosed.

"Of the extra-national movements taking place in Africa today, by far the most important is Africanization, or the placement of Africans in positions of influence and leadership in both the public and private sectors. This is why education, and especially higher education, looms so large in the aspirations of Africans. To develop economically, they need human resources development; to show education is important. To break down tribalism, they need to create a new nationalism, so once again education is the vehicle. Therefore, our mission to the African universities put us briefly in touch with the throbbing pulse of educational activity in these countries.

"Unfortunately, because of the lack of trained African manpower at the college faculty level and because of the drive to Africanize, we quickly and universally learned that most of our programs will have to provide a one-way flow of our professors and our students to Africa, rather than a complete exchange. Because of the cost, of the availabilty of home universities, and the danger of students alienation from his own country and sponsored by African governments. On the other hand, all of the countries visited were quite interested in inviting or attracting our students for short periods, but, more specifically, in attracting our faculty for teaching assignments, hopefully for two years."

Although we are vitally interested in the contribution and learning that can take place through our students and faculty members being abroad, we should not minimize the impact back on our home campus. I attach an article written by the Director of the Foreign Study of Kalamazoo College, Dr. Richard Stavig, which appeared in the February 19, 1966 issue of the *Saturday Review* and describes the impact of foreign study on students and therefore back on the home campus.

It is trite, but nonetheless true, to repeat that the world each day gets smaller through the transportation and communications revolution. It is also unfortunate that the size of our great country and the opportunities in it have made us in the past feel that significant knowledge of evolvement with foreign and, specifically, non-Western cultures and languages were relatively unimportant this too is changing. Also changing, is the growing responsibility of the United States in the international arena. If we are to meet this responsibility effectively, it must come through better trained and better educated manpower that will feed out from our colleges and universities. It is therefore highly appropriate that the Federal Government is now lending its policy and resource support to encourage a great education step forward into the arena of international education. I cannot conceive of anyone in the educational arena being opposed to this legislation.

American colleges and universities have an obligation to make their faculty experts available for overseas programs. It is common but erroneous to think that overseas activities are something separate from the mainstream of college life. While foreign assignments must be compatable with teaching, research, and public service functions on the home campus, the nations educational evolvement abroad can be one of the most constructive aspects of America's international effort, and especially the effort of the educational community. Although the quality of higher education in many of the developing countries is high, the numbers of students available that can enjoy it must expand. There is an urgent need for more higher education in the developing countries of the world and it is important that American universities can play a vital role in assisting this educational development.

Sincerely yours,

SHERRILL CLELAND,
Vice President and Dean of Academic Affairs.

[Reprinted from the Saturday Review, Feb. 19, 1966]

WHY STUDY ABROAD PAYS OFF

Among the many colleges and universities that offer students opportunities for study abroad, few if any provide more varied options or offer more carefully planned programs than little Kalamazoo (Michigan) College. More than 90 percent of all Kalamazoo graduates have spent some time in foreign study at one of the college's centers in Germany, France, Spain, Portugal, Sierra Leone, and Kenya, or at one of the centers of the Great Lakes Colleges Association in Colombia, Japan, and Lebanon. Here the director of Kalamazoo's Foreign Study Program describes some of the nonacademic benefits that may accrue from study abroad.

(By Richard T. Stavig)

No longer is foreign study for American undergraduates limited largely to language majors from prestige schools. Today one has to search to find an American college or university that does not have, or is not contemplating, some kind of foreign study program for its students, and these programs are each year serving an increasing number of very different kinds of students. Unfortunately however, this rapid expansion has too often been characterized by inadequate planning, uncertain objectives, and uneven standards. Consequently, as overcrowded foreign universities become less receptive to our students and as questionable practices come to light, attention is finally being given to serious evaluation of foreign study. Clearly we need to examine carefully what can and what cannot be done successfully by American undergraduates abroad.

Experience at Kalamazoo College suggests that foreign study needs not be limited to the outstanding student nor restricted to language majors. The average undergraduate junior can definitely profit from a period of study abroad. Having said that, however, one must make clear under what circumstances this can take place. The benefits of foreign study are not automatically dispensed. Only if students are adequately screened and carefully prepared, and only if programs designed for them are appropriate to their qualifications will there be reasonable expectation of success. Very few American undergraduates are ready to plunge into the Sorbonne unaided; many, however, can study profitably in foreign universities and in foreign settings with proper assistance.

But what constitutes "profitable" foreign study? Since study abroad generally substitutes for college work at home, it is not enough to demonstrate that a student gains something from the experience. If the gain is not greater than what could have been achieved at home during the same period, the extra cost and trouble are scarcely justified. Measuring the extent to which a student profits from study abroad, however, is extremely difficult. Since colleges and universities currently measure student progress at home almost exclusively in terms of credits and grades, foreign study is evaluated in the same way; emphasis is placed on academic standards and on academic achievement. This is certainly proper and necessary, especially so the longer a student remains abroad. But this kind of evaluation is incomplete because it ignores the personal dimension—the reason most students go abroad and the reason for their enthusiasm when they return. This is not to say that academic work should be de-emphasized or that its currency should be devalued by giving academic credit for personal growth or experience; rather, that any evaluation of foreign study is inadequate if it restricts itself only to what is academically creditable.

The academic experience abroad can be stimulating and rewarding, especially for the student who is able to exploit the opportunities available to him in a different educational system. But for most undergraduates the academic values alone are not sufficient to justify foreign study. What a student gets from a nonlanguage course abroad is seldom superior in quality or quantity to what he could get in a similar course on his own campus. This is no reflection on the quality of education abroad; it simply means that because of language difficulties, sequential differences, and adjustment problems, the foreign student is unable to benefit from course work in the same way that a local student might. (Recognizing this, many American colleges and universities have supplemented course work abroad with tutorials, papers, and special seminars designed for their own students; Stanford has even exported some of its own faculty and curriculum to certain foreign centers.) Furthermore, what American students tend to get abroad is largely general education, not the specialized study juniors require. The academic program, then, often represents not so much a plus factor as an attempt to avoid a minus—the loss of course work missed at home. Of course, if the academic program abroad is superior to that at home or unavailable there, foreign study can obviously be justified in academic terms alone. Conversely, if the academic loss is great, no justification is possible for foreign study as an educational enterprise. If academic gain or loss is absent or minimal, however, then the personal dimension becomes decisive.

What is this personal dimension in foreign study? Unfortunately, very little research has been done on this subject, and we badly need objective data. It seems clear, however, that a student abroad is a rather special kind of visitor with unusual advantages and opportunities. Because he is able to function in his accustomed role and to operate as an insider in a partially familiar context, he is peculiarly able to profit also from non-academic experiences. He does not view a foreign country through the eyes of a tourist; neither does he live what would be for him an artificial life of leisure. He observes and judges and evaluates from a favorable vantage point, and he participates in a way that is rare for an outsider. The results of such an experience naturally vary in kind and degree from student to student, but there is enough consistency, at least with Kalamazoo students, to suggest some tentative conclusions.

If a student is sufficiently integrated into the foreign culture, what he gets from the experience is primarily perspective—manifested in various ways. He sees, first of all, new relevance in traditional subject matter. Language study, so often viewed by students as irrelevant memorization, suddenly is found to be essential if one is to function effectively, and the results are often dramatic. Geographical and historical perspectives likewise change as places, peoples, and events take on immediacy. Students repeat President Kennedy's *"Ich bin ein Berliner"* as Germany and the Berlin Wall become not simply ideological symbols but physical realities. Alsace and Bavaria achieve existence, as a part of a student's own experience, never to be viewed again as mere configurations on maps. Some of this is expected and some is not. We expect that a visit to the Roman ruins at Trier might make vivid to a student the Roman penetration into Germany, but we are seldom prepared for the impact of recent history. For many students who go to France, for example, the most memorable sight there is not Notre Dame or Versailles but the American cemetery at Omaha Beach. World War II, which is considered ancient history by most present undergraduates, won't ever be quite the same to those who have spent some hours among the crosses and stars at Omaha. Nor will the Nazi persecution of the Jews ever be forgotten by anyone who has seen the ovens at Dachau.

The average American student abroad is also likely for the first time to become really aware of the significance of the fine arts. Certainly no American need go abroad to encounter great museums or experience fine music. But a great number of students are, in fact, introduced there to professional theater, opera, or ballet, and others visit their first art museum or look critically at architecture for the first time. Interestingly, the same student who visits Chicago and is unaware of the fine Art Institute there would not think of leaving Paris without seeing the Louvre. This might be at first simply because it is the thing to do. It might also be because one can scarcely move abroad without being exposed to the arts. Probably also the new environment makes the student aware of his own ignorance—suddenly important because of the obvious context of respect and appreciation for art in which he finds himself. Whatever the reason, however, student humanists, scientists, and athletes alike return from abroad with a heightened sense of the importance of art.

Perhaps the most important shift in perspective involves the student's view of himself and his relationship to others. His shift in context allows him to see his own culture from the outside and a foreign culture from the inside. This, in turn, leads almost inevitably to a challenging of basic personal and national assumptions. In the process of observing and learning about a foreign culture the student is paradoxically able to learn even more about his own country and about himself. Countries, peoples, customs, policies, values—all are seen afresh from a new vantage point. A Negro girl studying in Africa begins to sort out, for the first time, her racial, national, familial, and individual components. Others make equally meaningful discoveries. Interestingly, in most cases these do not result in radically changed values; rather, values tend to be clarified, modified, and strengthened. The experience abroad does not change the student so much as it helps him find out who he is.

Self-discovery also takes place on another level. Because the academic and social programs abroad are less structured than at home, the student tends to have more time for reflection and independent exploration. Most find this challenging and rewarding, though initially frustrating. The student is unable to escape into ritualized campus activities; he must establish new friends and new patterns of activity—difficult but valuable because they can meet present needs and do not have to compete with already worn out or outmoded patterns. Social relationships tend to be much more spontaneous and relaxed than they are at home. Friendships with members of the opposite sex on a non-dating basis are possible; mixed groups can participate in various activities without feeling the need to pair off. Relationships with a student's host family overseas can also provide a different kind of social dimension. Both family and student are able to relate to one another in a way that can provide the intimacy of family life without the burden of the past or the responsibility of the future. The student is invited to begin life anew, and he becomes aware of the importance of his own role.

In this kind of environment many students develop a degree of confidence, poise, and assurance previously lacking. One girl described the change this way: "I feel that my experience in Europe was a dividing line between two lives—that of a child and that of an adult. . . . I feel different inside . . . more stable, basically happier, freer as a result of my experience. I no longer feel like a child wandering, asking to be led. I have begun to feel that someday I may be able to lead." This scarcely reports on academic progress, but isn't this somehow what liberal education is all about?

If the personal dimension of foreign study looms large, what does this signify? First of all, we must simply recognize that this is so. This in itself would affect both the planning and evaluation of foreign study. Then we must try to analyze precisely what happens abroad and under what conditions in order that we might assist and enhance this part of the educational experience and exploit it after the student returns. The non-academic must not be substituted for the academic; indeed, the former cannot exist without the latter. The academic must be seen, however, as only a part of a much larger educational whole—certainly legitimate educational practice here or abroad, particularly within the framework of the liberal arts. In our zeal to maintain high academic standards abroad we must not forget the personal dimension of foreign study. We must not reproduce for our students American institutions abroad with all of the structure and paraphernalia that that implies. We must remember way we wanted to send students abroad in the first place and why they wanted to go.

WHERE TO FIND OUT MORE ABOUT STUDENT PROGRAMS

A vast number of programs are available, both of the traditional kind described in these pages, and the more varied types described on pages 92–98. Details about them can be obtained free of charge from the following organizations:

The Council on Student Travel (777 United Nations Plaza, New York, N.Y. 10017) serves as a clearing house for information on overseas travel for students and teachers. Information available is wide-ranging, and the more specific the inquiry, the more detailed can be the response.

Working with member organizations which are expanding operations into less known areas of the world, the Council also develops special orientation and educational programs for students interested in Asia, Africa, Latin America, and the Soviet Union.

Educational Travel, Inc., travel arm of the U.S. National Students Association (265 Madison Avenue, New York, N.Y. 10016), provides a low-cost foreign travel program and maintains a travel information and advisory service for students and teachers. The Independent Student Travel Services, at the same address provides information and services for the student wanting to travel on his own.

The NSA publication, *Work, Study, Travel Abroad* ($2), is a comprehensive guide to foreign travel.

Institute of International Education (809 United Nations Plaza, New York, N.Y. 10017) is a clearing-house of general information on scholarship and fellowship opportunities for American students. It administers fellowships, mostly on the graduate level, offered to American students by the U.S. government (including the Fulbright program), foreign governments, foundations, universities, corporations, private organizations, as well as private donors. A publication, *Summer Study Abroad* (no charge), offers some basic information on the subject.

American Youth Hostels (14 West 8th Street, New York, N.Y. 10011), provides information about student hostels in Western Europe—where they are, their rules and prices, information on camping and campsites, and travel routes for hikers and cyclers, as well as planned itineraries for Asia, Africa, Europe, and the Americas.

The Commission on Youth Service Projects (475 Riverside Drive, Room 825, New York, N.Y. 10027) is a council of more than forty organizations, church-related and private, in the United States and Canada, which sponsor youth service projects. The Commission's booklet, *Invest Your Summer* (50¢), provides a thorough listing of service projects in the U.S. and abroad. Further information on work camp programs around the world can be obtained from the **Coordination Committee for International Voluntary Work Camps** (UNESCO, 6 rue Franklin, Paris 16e, France).

NEW ANGLES ON THE YEAR ABROAD

Several institutions have developed programs in recent years that offer a fresh perspective on study abroad. A few of these are listed here:

Stanford University administers an "Inter-University Program for Chinese Language Studies in Taipei." This full-year program, sponsored by nine top-ranking universities including Stanford, provides graduates and undergraduates with intensive language instruction, and furthers their knowledge of Chinese texts and materials preparatory to research in academic or professional fields. Write: Graduate-Overseas Centers and Special Programs Office, Room 207, Building 10A, Stanford University, Palo Alto, California.

In Bogota, Colombia, the Universidad de Los Andes is host to several American university programs: University of California sends students there for a full year beginning in June. Syracuse University students are offered one semester. Dartmouth College, together with the Experiment in International Living, arranges for juniors and seniors to spend a fall term studying the language and literature. Rollins College also offers a "half-year-abroad" arrangement. Inquiries should be addressed to the individual institutions.

Indiana University sends students to the University of San Marcos in Lima, Peru, for a ten-month program beginning in March; field trips and excursions supplement formal course work, and students live in private homes. University of Kansas offers a junior year at the Universidad de Costa Rica, from February to December. The Great Lakes Colleges Association (Antioch College, Yellow Spring, Ohio) has an academic-year program in Bogota.

Colgate University sends students to Colombia, Chile, and Argentina for a semester on a program called CLASP (Colgate Latin American Study Program). The emphasis is on experience with Peace Corps type work, rather than on formal study. Colgate also offers a highly specialized semester in London for majors in economics, English, or history.

Yale offers a junior year in Asia, Africa, or Latin America, doing Peace Corps type work. The purpose is not formal study, and the program is part of a new five-year bachelor's degree program. (See "Schools Make News," SR, Jan. 15).

KALAMAZOO COLLEGE NEWS BUREAU, KALAMAZOO, MICH.

FOR RELEASE SUNDAY, AUGUST 14, 1966

Kalamazoo, Mich.—Probably nowhere else but on the American college campus are there so many professors who so often become globetrotters-on-business.

The volume and variety of this professor traffic are not only growing, but already having a significant effect on the professor's teaching, research, professional and personal life.

Equally significant, though little noted, is the fact that the professor-globetrotters come from small colleges as well as big universities and that their world-wide business trips take place at all seasons.

Take, for example, the Kalamazoo College faculty. Nearly one out of every three professors has traveled abroad during the past 12 months. Fanning out to five continents, some have made more than one trip, some have stayed in more than one part of the world, but nearly all trips were business trips.

Traveling scholars are not new, of course. What is new is that overseas travel has grown into a "necessity" for an ever-increasing number of teachers, proof positive that the once "absent-minded professor" has become the important man of affairs all over the globe.

What is happening at Kalamazoo also suggests that the professor's international involvement and travel are not necessarily confined to large universities with multi-million-dollar overseas contracts. (Kalamazoo has 1136 students and 75 faculty members.) The proportion of globetrotting professors is expected to rise at Kalamazoo and, on a proportional basis, some small colleges may equal or surpass big institutions active in international projects.

Why do small-college professors go overseas and what do they get out of their continent-hopping trips?

First off, several factors encourage the trek of Kalamazoo College professors abroad: increasing financial aid for travel from various sources, including the home institution, for various purposes; the need of government and other organizations for faculty experts who can participate in advisory, study and exchange programs abroad; the growing interest in foreign countries and cultures; and the home school's expanding foreign study program for students.

A look at Kalamazoo professors' international itineraries reveals at least five main categories of trips:

1) College business. A good example is the assignment that took Dr. Joe K. Fugate, chairman of the German department, to Europe as the coordinator of the College's foreign study program during 1963-64.

His primary duty was to supervise the 146 Kalamazoo students who studied at the College's study centers at six universities in France, Germany and Spain. (Sixteen other students studied at centers in the Middle East, Africa, and Central America that year.)

But the job carried a big bonus, according to Dr. Fugate. "It was a priceless opportunity for me—linguistically, culturally, and educationally."

Residing in Bonn, Germany, with his family, he got a closer look at the West German Government in operation. It also was a time for him to catch up with all the latest social and cultural developments. Many new personal and professional friendships were formed and many old friendships were renewed.

Best of all, says Dr. Fugate, he was able to survey the current German literature and find new books for his department library. "Almost any American instructor of Germanic languages and literatures would be influenced in his classroom instruction after a year in Germany," he notes.

At Kalamazoo, the faculty's overseas travel in connection with the College's foreign study program has grown at a rapid pace, partly because the school has operated 19 study centers in 13 foreign countries and 90 per cent of its students participate in study abroad before their graduation. Predictably, not all professors involved in the foreign study program are language specialists; nor do they stay abroad as long as Dr. Fugate did. Still, they all gain, in terms of cultural enrichment, from their trips.

2) Research. The primary and the most obvious reason for overseas research trips is to go where the research material is—an example being the trip to England by Dr. John E. Peterson last year.

A specialist in West African history, he is currently engaged in a two-year study of the social history of Freetown, Sierra Leone, during the period 1870-1920. The study will trace the development of the Freetown Creoles, the city's dominant population group, during the period. Supported by a research grant from the Great Lakes Colleges Association, his project calls for research in London and Freetown.

He already has completed much of the archival research in London last year. Just how productive the trip was can be seen in the fact that he had to spend two additional months because of the abundance of material and now plans to return to London during the final three months of the study.

At the moment, however, he is preparing for a trip to Freetown this fall where he will spend nine months researching official archives and concentrating on studying diaries, unpublished memoirs, oral recollections of Freetown families.

"The study will have value professionally as it will allow me to fulfill a need for a study of Freetown as a new town in Africa during the 19th century seen primarily from an African perspective," Dr. Peterson explains.

"It also will help my own continuing professional growth and I shall be able to make a greater contribution in my classes as a result of a more recent field experience in Africa." On such trips, he adds, there are many opportunities to discuss his work with other researchers on Sierra Leone history. "You get stimulated professionally. You also learn all the up-to-date developments in your field."

3) Advisors, consultants, fact-finders. "American colleges and universities have an obligation to make their faculty experts available for overseas programs," says Dr. Sherrill Cleland, vice president and dean of academic affairs, who has undertaken two major foreign assignments in the past three years.

It is common but erroneous to think that overseas activities are something separate from the main stream of college life, he maintains. While foreign assignments must be compatible with teaching, research and public service functions on the home campus, he believes, the nation's educational involvement abroad can be one of the most constructive aspects of America's international effort.

His own trip to Africa last summer is a good example. As a member of a three-man team appointed by the Great Lakes Colleges Association, Dr. Cleland visited colleges and universities in six African countries to examine possibilities of faculty and student exchange as well as other means through which the Association might assist in the educational development in Africa.

Among his findings is the fact that, while African schools welcome assistance, they see little advantage in direct one-to-one exchange of professors and students with American institutions.

In summing up his observations, Dr. Cleland says he was impressed by the high quality of education at those African schools he visited. But, he adds, the trip also deepened his understanding of the urgent need for higher education and its vital role in the future development of Africa.

4) Professional meetings. Take, for instance, Dr. Jean Calloway, chairman of the mathematics department. This year he will attend the International Congress of Mathematicians in Moscow and last year he spent eight weeks in Mombasa, Kenya, participating in a workshop.

He was one of 23 American mathematicians in the project, sponsored by the African Mathematics Project of Educational Services, Inc. The primary purpose was to use the ideas of the "new math" in developing a mathematical program geared to the special needs and problems of English-speaking African countries.

5) Invited guests of foreign governments and universities. A most recent example is the trip to Germany by Dr. Weimer K. Hicks, College president, at the invitation of the West German Government and the University of Bonn. The trip was arranged for the purpose of familiarizing Dr. Hicks with recent developments in German higher education.

These are only a few illustrations of the increasing overseas travel by the faculty and a surprising variety of assignments sends professors crisscrossing the globe. But on one point the world travelers are practically unanimous: the intangible results of their trips are just as important as the tangible ones.

All the professors note the impact of international travel on their relationships with students. With so many student-globetrotters on the campus, overseas travel becomes a common experience shared and discussed by students and teachers.

Another benefit most often mentioned is summed up by Dr. Fugate: "Overseas travel gives a chance to see one's own country from the outside and he gets a new and broadened perspective."

Learning how foreign educators solve their problems is clearly high in the thoughts of most American professors abroad. Dr. Peterson speaks for a lot of professor-globetrotters when he says: "After seeing different educational approaches and systems in operation, you are bound to approach your own differently, with a new critical awareness which would otherwise be missing."

Equally important, though less tangible, is the general cultural enrichment gained by the faculty. Cultural activities taken part in, side trips made, art treasures of Europe sampled—these and many others play a great part in influencing the world travelers' tastes and interests. If the professor is accompanied by his family, as is often the case, the entire family benefits.

"We now have," Dr. Cleland sums it all up, "a new dimension of educational opportunity for students—and their teachers."

GREAT LAKES COLLEGES ASSOCIATION—REPORT ON AFRICAN PROGRAM

INTRODUCTION

On August 1, 1965, a three-man team of the Great Lakes Colleges Association left the United States on a four week tour of West and East Africa. Presidents Smith of Ohio Wesleyan and Kerstetter of DePauw served as American Specialists, sponsored by the United States Department of State. Dean Cleland of Kalamazoo was sponsored by the non-Western program of the Great Lakes Colleges Association. These particular institutions were represented because of their special interest in African studies. The purpose of the trip was to learn as much as possible about how these individual institutions and the Great Lakes Colleges Association could best capitalize on their African interests, on special African materials, and on potential academic exchanges with Africa. In addition, the team was to consider whether individually or collectively some formal cooperative relationship should be established with one or more African institutions.

Kinds of connections.

Listed below are the kinds of relationships or connections which were examined:

1. Student exchanges—one way, both ways, or all variations.
2. Faculty exchanges of all kinds, particularly GLCA faculty service in selected African universities.
3. Short-term travel visits in either direction, such as the trip here reported.
4. Training trips for African college administrators, presumably only from Africa to the GLCA.
5. Collection of African materials for teaching and research.
6. Research and consulting services for our government, African governments, or African institutions.
7. Direct contract with one or more African universities for a broadside institution-to-institution relationship or Association-to-institution relationship, on all fronts.

Means of support.

We also examined possible means of supporting an expanded African program for the Association. Our trip abroad put us in touch with a number of the United States government agencies, most important of which was the United States Agency for International Development (USAID). This is the agency which administers most of the foreign aid programs of the federal government and uses the services of U.S. colleges and universitites to carry out technical assistance and development projects in foreign countries. In fact, 125 U.S. colleges and universities held 293 separate contracts with USAID last year, totaling $195 million. Probably the best means of supporting a long-run African program that would have a significant impact upon the participating institutions of the GLCA would be through an AID contract. Both in Africa (e.g., Kenya and Malawi) and upon our return in Washington, USAID officials gave us encouragement to consider entering into such a contract.

The United States Information Service of the State Department has a program that sends American history professors into particular countries to teach at an institution without a specialist in American history. This is a modest program and must be negotiated on a one-to-one basis. However, the GLCA could conceivably agree to staff such a program for a number of years, drawing an American historian from a different college each year.

The Peace Corps also may have possibilities that will allow us to connect with African institutions or enhance our African program. This is outside the scope of our present report, however.

Other means of support are American foundations. We of course now have the support of the Ford Foundation in our non-Western program, which we hope can be expanded and extended into the future. The Ford Foundation has strong African interests, including a staff in both West and East Africa. The Rockefeller Foundation also has significant activity in Africa, as does the Carnegie Corporation, through the Commonwealth part of its program.

A more limited possibility would be host-country support, or host-institution support. In Kenya, where President Smith of Ohio Wesleyan has a special relationship with the Minister of Education, we might be able to receive some support in kind, such as housing facilities or internal transportation in aid of a mutually satisfactory program. Host institutions also will provide housing and salary for vacancies in their authorized staff. However, they ordinarily do not provide such support for supernumerary appointments.

Finally, if the Association felt that an African thrust was a vital part of its program, it is conceivable that modest Association funds could be used to support a program, although the likelihood is that any African program, if not supported by outside sources, would have to rely largely on some member college sufficiently interested.

Administrative structures

We also considered possible administrative structures which might be utilized in any program that we would recommend. These would include:

1. A GLCA program centrally administered from the GLCA headquarters office.
2. A GLCA program administered by a member college acting as agent.
3. A member college program open to other member colleges.
4. A member college program not open to other member colleges.

In summary, these are the possible connections, the possible means of support, and the possible administrative structures.

THE COMPLEXITIES OF AFRICA

Although Africa is no longer called the "Dark Continent," much of it still remains in shadows, and the illumination that has been given to the continent recently has had only modest candle power. It is an emerging, complex continent offering opportunities and challenges. This, of course, is one of the major reasons why African studies can be so fruitful and so interesting for our Association.

Geographical and cultural complexities

Africa is many things and it has many faces. It is a continent three times the size of the United States. It is an area of endless deserts, of verdant rain forests, of snow-capped mountains, and of rolling grasslands. There are more than 250 million people, speaking over 800 languages, most of which are not written. There is Arab Africa of the North, sub-Sahara Black Africa, and White South Africa now much in the news because of Rhodesia. There is a multitude of religions, although the Moslem faith is the most widespread.

Although a sixth of the continent is still under direct colonial domination, there are more than thirty-five independent countries, fifteen of which at one time were parts of the French Colonial Empire, eleven were under British influence, five are Arab, and only two have been free for many years. To these we must add the Portuguese areas. Tribalism remains a potent force, divisive or cohesive, depending on the country. Transportation is still very much in the development stage. Contact between adjacent countries, if one is formerly British and the other formerly French, is likely to be much less than contact between one British Commonwealth country in West Africa and one such country in East Africa, although they may be separated by 1500 miles. Tribalism, language, religion, history and cultural heritage all work with geography to maintain the isolation of many of the countries.

Economic and political complexities

There are a number of important extra-national political movements taking place in Africa today. These include Pan-Africanism, African Nationalism, African Socialism, and Africanization. By far the most important extra-national movement for our purposes is Africanization. It is the process of placing native Africans in positions of power, influence, and leadership in government, business, education, the professions, the arts, and all other sectors of the country and its economy. It is less revolutionary but more steady and more powerful than the other extra-national movements.

The Africanization of a country depends upon one major factor: an increasing flow of educated Africans capable of taking over the important jobs. This means that education is the vehicle upon which Africanization will ride to power. This means that education, and especially higher education, is very important to Africa. This means that the newly independent countries must have their own universities to identify, educate, and train leaders. This means that they must have professors to operate these universities and that the African professors, so much in the minority, cannot be spared for overseas exchanges. This is why we can state categorically that traditional two-way exchange programs between our colleges and African universities were looked upon with disfavor by every university that we visited. Short-term exchanges, American faculty flow to Africa, or two or three professors for one type of exchange, might be possible, but the traditional man-to-man program has limited hope of success.

All of the countries of Black Africa are underdeveloped countries, in process of economic development. Many have more or less formalized economic plans for long-term economic growth. This means plans for highways, hospitals, industry, agriculture, tourism, and schools; and for all of these activities, educated and trained people are needed. So once again, education looms large, this time for economic reasons.

The need for support of these African countries and their universities, so as to achieve a measure of political stability and of sustained economic growth, is large. We believe that, under the right circumstances, the GLCA could share in these exciting and frustrating tasks.

Some roadblocks to a program

The countries of Africa probably present more potential for dramatic or even forceable change than the other countries in which GLCA non-Western study centers are located. Almost all of these African countries are less than ten years old in their independence. Almost half are less than five years old. Their governments are constantly harassed by internal politics and external pressures. Violence in the Congo, Sudan, and Angola has been commonplace, with flare-ups even in Nigeria. Such volatility means that any long-run relationships or agreements may be subject to rapid change. On our trip, we visited the campus of the University of Lagos two months after student riots had divided the school, caused the exodus of many of its faculty, destroyed much equipment, and brought forth a physical assault on the Vice Chancellor. The University opened its doors in the fall, on a new campus with a different faculty. However, a number of the American faculty members under contract did not remain.

The educational systems in most countries of Africa are either British or French in structure. Both of these systems are significantly different from American education, from primary school through graduate study. Although we encountered only the British educational system and attitudes, we understand that those in the French-speaking countries are much the same. These attitudes often contend that the American baccalaureate degree is an inferior degree and that American land-grant college ideas do not reflect sound education. The prevailing concept is education for an elite group, rather than education for the growth of both persons and country. American educational teams in Africa are, therefore, sometimes met with suspicion.

For these reasons, the prospect of success of a special GLCA program would be greatly enhanced by the added support and prestige that would come through a foundation grant or a significant USAID contract. In a few of the countries, some of the GLCA colleges are known; in others, however, almost all are unknown. Their collective presence, with outside endorsement and support, would add appeal and stability.

Operational hypotheses based on observations

We list at this point some operational hypotheses and tentative conclusions:

1. Africanization is the crucial movement that we met in each of the countries visited.

2. Because of the great emphasis on Africanization, education (and especially higher education) is a vital concern to these governments; and they are committing scarce resources to its expansion.

3. Development costs are very high in these countries, especially if the costs require the expenditure of scarce foreign exchange. This cost is strongly evident in the development of a national university. African professors are scarce; so expatriates must be recruited and supported.

4. As the embryonic African universities expand in size and stature, governmental restrictions will cut down the flow of undergraduate Africans to the United States. These young people will be kept at home to attend the local university. This will probably soon affect the number of African students now on our home campuses.

5. Because of the factors listed above, and especially because of Africanization, any direct professorial exchange program that pulls an African professor out of his university seems to us to have little chance of success.

6. United States foreign policy is committed to aiding the development of selected African countries, with the bulk of aid going to members of the British Commonwealth of Nations. These are the countries which we visited and with which we have closest relations. These are also the countries in one of which a USAID contract with the GLCA would be possible.

SYNOPSIS OF COUNTRIES AND UNIVERSITIES VISITED

To provide some flavor of our trip, a brief description of the itinerary is here given. We flew from New York on August 1 directly to Dakar, Senegal. After brief stopovers there and at Roberts Field, Liberia, we flew on to Sierra Leone. We arrived at the Freetown airport, just across the bay from the city, and were met by the Acting Principal of Fourah Bay College (the University of Sierra Leone). We were well received and well treated because of the cordial relations that have been established over the years between Kalamazoo College and Fourah Bay. The visit enabled us to meet the people and observe the facilities where Kalamazoo College has its program. We also spent one day up-country, at a new educational institution at Njala, operated by the University of Illinois under an AID contract.

On August 5, we left Sierra Leone for Lagos, Nigeria. There we were warmly treated by the Acting Director of AID and the Acting Head of the USIS, both DePauw graduates. We drove the ninety miles to Ibadan, where we visited the University of Ibadan and had a marvelous time with Vice Chancellor Dike and his wife, two charming and learned Africans. Upon our return to Lagos, we visited the facilities of the University of Lagos.

We left Nigeria late August 7 and flew across the continent (with only one stop at Khartoum in the Sudan) to Addis Ababa, Ethiopia, to make connections to Kenya, Uganda, and other points in East Africa. Air transportation schedules, though safe and adequate, are somewhat irregular (so we were required to spend a full day in Ethiopia awaiting connections to Uganda. Fortunately, an Ohio Wesleyan alumnus is head of the YMCA in Addis Ababa and we were warmly treated.

On August 9, we flew to the Entebbe-Kampala airport in Uganda via Nairobi, Kenya. In Kampala, we visited the very impressive Makerere College, the oldest in East Africa. It is a quality institution which knows its own needs well.

On August 12, we returned to Kenya. There we were met by President Eldon L. Johnson of GLCA. The details of our visit in Kenya were handled by the Honorable Mbiyu Koinange, the Minister of Education, who is a graduate of Ohio Wesleyan and a recipient of a recent honorary degree there. In addition, the Principal of University College, Nairobi, is a long-time associate of Kalamazoo College, since he was formerly Vice Principal at Fourah Bay in Sierra Leone.

On August 17, we left Nairobi for Blantyre, Malawi. Enroute we had a magnificent aerial view of snow-capped Mt. Kilimanjaro. In Blantyre, President Johnson of GLCA attended the Council Meeting of the new University of Malawi, of which he is a member. This was held in Lilongwe, 200 miles from Blantyre, a trip the team members made by car. There we met top Malawian and American government officials who are in the process of establishing the University of Malawi, whose first students were enrolled in the fall of 1965.

We left Malawi on August 21 for Dar es Salaam, Tanzania. There we were met by Dean William Hellmuth of Oberlin College, who was spending the summer at the University College, under Rockefeller Foundation auspices. He arranged and hosted our pleasant visit in Tanzania.

From Dar es Salaam, we flew out of Africa via Cairo on August 24 and each of us went his separate way, one to Jerusalem, one to Athens, one to Rome, and all eventually back home.

Fourah Bay College, the University College of Sierra Leone

Sierra Leone is a country about the size of South Carolina, on the under-belly of West Africa. Its history and background make it a counterpart to American-created Liberia, for here the British returned their freed slaves in the early 19th Century. Sierra Leone and Malawi were the two least developed countries that we visited. Here at Freetown, however, is the site of the oldest college in black Africa, Fourah Bay College, founded in 1827.

Freetown, the capital and main seaport of Sierra Leone, has a population of about 100,000. It is built on a series of high hills overlooking the bay, with Fourah Bay College crowning the top of the highest. Recent capital expansion, much of it supported by the Ford Foundation, has created a very impressive campus. Enrollment in the college is about 600 students, of whom about ten percent are women. The student-faculty ratio is less than 10 to 1. The faculty is predominantly expatriate, although there are some impressive African professors, including the principal, Dr. Davidson Nicol, who is an internationally known scientist.

Kalamazoo College has had a student exchange program there (mainly a one-way flow) for the past four years. Currently there are ten Kalamazoo students studying in the regular university program. In addition, preliminary arrangements have been made to engage in a professorial exchange program on a six-month basis during the 1966-67 academic year. Fourah Bay College does not have a great deal of room to accommodate American students—fifteen is probably the capacity figure—but it would be interested, however, in having any number of our professors come there to teach. Although the college's program is good, the country is not on the main transport routes.

Our visit enabled us to observe the kind of facilities, meet the various professors, and observe the environment in which an on-going, successful GLCA member-college program is already in operation. Unfortunately, as was the case with most of the universities we visited, Fourah Bay College was not in session due to summer holiday.

We also visited University College of Njala, a new land-grant type, agricultural and teacher-education college, 130 miles up-country. Although the need and opportunity at Njala may very well have been greater than at any of the colleges we visited, the remoteness of the operation and the problem of facilities led us to conclude that, for Sierra Leone, the GLCA should not try at this time to seek any type of contract within either of the colleges.

University College, Ibadan, Nigeria

With 55 million people, Nigeria is the most populous country in Africa. Its size, its varied terrain, its natural resources, and the economic know-how and vigor of its people make it an alive, exciting, pulsing country. Of all the countries in sub-Sahara Africa, it may be nearest to the take-off for economic development and growth. Recognizing this, the United States government has poured a great deal of economic aid into Nigeria. Currently, no fewer than fourteen different college and university contracts operate in Nigeria, the most important and most effective perhaps being the Michigan State University contract to develop a full-scale land-grant type institution at Nsukka, the University of Nigeria.

Lagos, the capital of Nigeria, has over a million people. Ibadan, ninety miles to the north, has three-quarters of a million people. It is an impressive country.

The University College at Ibadan is striking and magnificent in its facilities. Its medical school has a new 600-bed hospital. There are three beautiful chapels on the campus, one Catholic, one Protestant, and a Moslem mosque. The library, which is still new, is being replaced by a larger building with more space and facilities. Faculty housing is excellent, as are the campus bookstore and the museum for African art. We believe that it would not be difficult to open up a program there, similar to our Beirut program, to accommodate some GLCA students, if we are only interested in a student-type program. Here, however, like Fourah Bay College, the dormitory facilities would limit the size of any group to twelve or fifteen, predominantly men.

However, on the basis of the amount of American resources already being poured into this country, the involvement of several large university contractors already, limited residence halls, and a GLCA connection elsewhere in West Africa (through Kalamazoo), we believe that a GLCA program in Nigeria would be less useful and less valuable than one in East Africa.

Makerere College, Kampala, Uganda

Uganda is one of the three countries of former British East Africa, which have until recently been bound together by a common currency, a common postal and immigration system, a common railway service, a common airline, and temporarily a common university with constituent colleges in each of the three countries, Uganda, Kenya, and Tanzania.

Uganda, though cut by the equator, is located on a high plateau, with climate favorable the year round. It is a land-locked country which depends on rail transportation for the movement of its agricultural and modest industrial output.

Makerere College, founded in 1922, operates during the summer, fall, and winter and, therefore, was in operation during our visit. We were able to meet with faculty members and visit more facilities at Makerere College than at any of the other colleges visited. The facilities are excellent. The library is quite strong, especially in African studies. There is a good medical school, though not as impressive in size and resources as the one in Ibadan. Both the Ford Foundation and the Rockefeller Foundation have provided support for buildings and manpower. There was a genuine interest on the part of a number of the faculty members in having a connection with GLCA, but some of the administrative heirarchy were hesitant in talking of relationships. This is not to say that we were not treated cordially and entertained well. Indeed we were even invited to dine at the high table one evening.

The university is very much a going concern. If we were to make a connection with it, we would be deciding to aid an already good university. The marginal value of our attachment to Makerere, however, would be, we believe, somewhat less than with other colleges in East Africa.

University College, Nairobi, Kenya

Kenya is the most developed of the countries of East Africa, and Nairobi, its capital, is a modern Western city. It is still dominated by Asians (Indians) and whites, even though the government is now African. Nairobi is located on a high plateau, so that its year-round climate is very pleasant. It is a major tourist center for photographing and hunting big game.

Nowhere in the countries that we visited do GLCA schools have better present relations than in Kenya. As mentioned above, the Minister of Education is a graduate of Ohio Wesleyan and a recent recipient of an honorary degree there. Through the Minister's courtesy, we had the rare privilege of an hour interview with President Kenyatta in his country home. The government also held a formal state dinner for us, with most of the Cabinet in attendance. Any educational program that we might contemplate in Kenya, including helping to staff a new college, Kenyatta College (which comes under the auspices of the Ministry of Education), would be given strong support by the Minister. It should also be noted that Earlham College held a USAID contract for a period of years to staff a secondary school at Chavakali, near Nairobi. Because of this special pilot project, which went well, both the Kenyan government and USAID are familiar with Earlham and, consequently, with GLCA. Kalamazoo College now has a modest-scale program for its students at University College, Nairobi. Dr. Arthur Porter, the Principal of University College, is the former Vice Principal of Fourah Bay College in Sierra Leone and his commitment to and enthusiasm for the Kalamazoo-type program there led him to support the establishment of a similar program of American student flow to University College, Nairobi. Although this is the initial year of the program, it is functioning well and will be expanded next year. Finally, President Eldon L. Johnson served with Arthur Porter on the survey team that proposed the University of Malawi in 1963. So our relations in Kenya, both with the Ministry of Education and with the free-standing University, are strong.

The University College, Nairobi, is a relatively new college and originally was established to emphasize the sciences and technical education. Later it became a part of the University of East Africa. It has now, however, embarked on an expansion program that will make it a full-scale college in arts, sciences, and social science, plus some university professional areas. It is located near the center of Nairobi and its facilities, like all of those that we visited in East Africa, are excellent. The architecture of the campus is sweeping and daring. The library is a beautiful building with good holdings. Although the school was not in session, we met a number of the staff. They were generally interested in some sort of program with us.

The University has a seven-year development plan, which is part of the total plan for the country. It is, in short, an organization such as the GLCA could plug into. Preliminary exploratory conversations were held in Nairobi with Mr. William Wild, Director of USAID in Kenya, who showed interest and gave encouragement to the possibility of developing some sort of a cooperative program with the University College, Nairobi.

University College, Dar es Salaam, Tanzania

The University College, Dar es Salaam, is the newest of the three units of the University of East Africa. Originally intended to be the law faculty, it too has now embarked on an expansion program to a full-scale arts, sciences, and social science program. University College is located about eight miles outside of Dar es Salaam, on hills overlooking the Indian Ocean and the city. All of its facilities are new, and the architecture is even more exciting and daring than at the University College, Nairobi. At the present time, however, many of the facilities have not been completed, including the library. Also, the staff is incomplete. Because of its early stage of development, there are probably more needs than in the other colleges which we visited except the University of Malawi. Enrollment at the present time is around 400, but will expand to 1,000 over the next six years.

GLCA has one close relation with University College, Dar es Salaam—Dean William Hellmuth of Oberlin College, who was doing research there in the summer of 1965 and will return in 1966, from February until September, to help develop an economic research institute under Rockefeller Foundation auspices. Through his connections with the University, we would be able to open a dialogue although the currents relations between the United States government and Tanzania probably make any supported connection with the University, and any consideration of an AID contract, premature at this time.

University of Malawi, Blantyre, Malawi

At the time of our visit, the University of Malawi was not yet operative even though the administrative staff and limited faculty were on hand. Late in September, 1965, the first entering class arrived and took up work in a former secondary school facility in Blantyre.

Malawi is the former Nyasaland and, along with Sierra Leone, is the least developed of the countries visited. It is also the country where the least Africanization has taken place. The outlook for much early progress is tied to educational development and political stability.

The number of university-educated Malawians might well number under five hundred at this time. The staff of the University of Malawi is all expatriate and will remain mostly so for many years. The present teaching staff includes twenty-four Europeans (twenty of whom are British) and one American. GLCA President Eldon L. Johnson is on the governing board. Dr. Ian Michael, the Vice Chancellor, is a British educator with previous African experience in the Sudan. He would be most interested in having the GLCA make some sort of formal connection with the University of Malawi in terms of faculty service. The need is great.

Nowhere in all our trip were we met with such enthusiasm and interest by the American AID mission. Mr. Robert Snyder, the head of AID in Malawi, was strongly interested in developing a program with GLCA and he instructed his education officer, Dr. Kozvolinka, to work up a tentative statement of the kind of assistance that we might provide. In brief, here is a country in which we are truly wanted, both by the University and the USAID mission. In addition, there is certainly a great need and opportunity to help develop this University in a new nation of four million people, in a strategic part of Africa sandwiched between black and white governments.

There are, however, disadvantages that tend to offset some of the advantages. First of all, the country has its political tensions. Also, the government is talking of plans to build a new capital in Lilongwe, 200 miles north of the present Blantyre-Zomba governmental complex. When the new capital is completed, the University will move into part of the governmental facilities and housing in Zomba, but will have a new campus of its own also. The target date for movement is now 1968, which may be optimistic. In the meantime, there is a slowdown in the planning for the University at its current site because of the expectations of this move.

Another disadvantage is the remoteness and less-developed nature of Malawi. This country, like Sierra Leone, would be less attractive for our faculty to live in, even though the climate would be pleasant. Intellecutal life is still dominated by the expatriates, which probably means that most of our faculty, should they go there, would tend to participate more in the white part of the system than with the Africans. To this extent, there is for our faculty a greater *service* dimension for a program in Malawi than a curricular (African studies or developmental) dimension. Balancing the advantages and disadvantages, we believe that Malawi, along with Kenya, offers a cooperative possibility we should consider.

SUMMARY AND CONCLUSION

The purpose of the GLCA team trip was to investigate potential African exchanges and to learn as much as possible about how our individual institutions and the GLCA could make best use of their African interests, materials, and opportunities. In addition, based on what we learned, the team was to consider whether individually or collectively some formal cooperative relationship with one or more African institutions should be established.

In summary, it is worthwhile to emphasize once again the complexities of the continent of Africa. On the many faces of Africa, we saw only those which appear in six countries—two in West Africa and four in East Africa, all former British colonies. These were Sierra Leone and Nigeria in West Africa, and Kenya, Uganda, Tanzania, and Malawi in East Africa. (The Ethiopian visit was essentially only a stopover enroute.)

Of the extra-national movements taking place in Africa today, by far the most important is Africanization, or the placement of Africans in positions of influence and leadership in both the public and private sectors. This is why education, and especially higher education, looms so large in the aspirations of Africans. To develop economically, they need human resources development; so education is important. To break down tribalism, they need to create a new nationalism, so once again education is the vehicle. Therefore, our mission to the African universities put us briefly in touch with the throbbing pulse of educational activity in these countries.

All of the institutions that we visited are impressive in different ways. Fourah Bay College in Sierra Leone is the oldest college in Black Africa. Its principal is an internationally known scientist. It has a quality program. It is one that we are familiar with already because of Kalamazoo College's close relations during the last four years. The University of Ibadan in Nigeria is distinctly first-class. Its African Vice Chancellor, Dr. Dike, is a distinguished scholar. Its capital plant is new, attractive, and high in quality. The three component units of the University of East Africa are all strong, or potentially so, as shown by development plans. Makerere College in Uganda is, of course, the oldest and best known. University College, Nairobi, however, is expanding from its initial science orientation into the arts and social sciences, as is University College, Dar es Salaam. In Malawi, the University is more a plan than a reality. It had not opened its doors for the first year when we visited, but it has done so now. Growth will be modest but the site, plan, and philosophy are good. Dr. Ian Michael, the expatriate Vice Chancellor, has had previous experience in African education and should be a strong leader. GLCA President Johnson is on the governing board, representing the American Council on Education. In other words, all of the institutions are worthy ones, although we cannot consider all for GLCA cooperation.

Unfortunately, because of the lack of trained African manpower at the college faculty level and because of the drive to Africanize, we quickly and universally learned that most of our programs will have to provide a one-way flow of our professors and our students to Africa, rather than a complete exchange. Because of the cost, of the avilability of home universities, and the danger of student alienation from his own country and its needs, there will be declining opportunity for student exchanges sponsored by African governments. On the other hand, all of the countries visited were quite interested in inviting or attracting our students for short periods, but, more specifically, in attracting our faculty for teaching assignments, hopefully for two years.

Despite this interest, we should not minimize the risks involved in any long-term program between our Association and any particular African institution. First of all, we must recognize the possibility of rapid change, affecting all relationships. Secondly, we need to recognize the political role that education plays in these countries. As a means to an end, education is significantly intertwined with politics. Finally, education is of a particular type, with a particular orientation, copied from the British and now embraced by Africans and expatriates alike. Whether or not we feel that this type of educational philosophy is always most appropriate to a developing African country, it is nonetheless the reality, now undergoing some change.

RECOMMENDATIONS

(1) We vigorously and unanimously recommend that the GLCA attempt to establish a Study Center in Africa with broader scope than the centers we now have in the Near East, the Far East, and Latin America. Our GLCA African Center should include not only student opportunities, but also opportunities for faculty and administration as well. For our initial movement into a more structured GLCA program focused on Africa, we believe that we should choose only one African institution for a formal cooperative agreement. Later, on the

basis of experience, resources, and demand, additional formal Association relationships can be established if desired. In order to mount a multi-purpose project, including "exchange" of faculty members on two-year appointments or of African college administrators visiting here, we will need outside support. There appears to be a good chance for AID support in Malawi or Kenya. In addition, we should not overlook the American foundations. However, as our initial move, we recommend that we seek an AID contract for Malawi or Kenya.

(2) Before beginning negotiations for any formal program, we should have the non-Western coordinators on each of our twelve faculties canvass the members of their faculties to find out whether there would be sufficient faculty interest in two-year teaching assignments in an African university, assuming adequate financial and logistic support. We should find this out by individual disciplines, in terms of the social sciences, sciences, and humanities.

(3) If we discover that there is enough interest, we should authorize the Association President to enter into negotiations with AID to conclude a contract, if possible, preferably with the University of Malawi or the University College, Nairobi. There are a number of reasons why the Great Lakes Colleges Association is a logical contractor; the members and their African cooperators are all small institutions with a preponderance of arts and sciences. As a consortium, we have flexibility, yet extensible resources. We would send our own faculty and not contract outsiders, thus providing a more personal interest and involvement.

(4) If the GLCA Board should decide not to enter into an AID contract, we should encourage interested faculty members, once our non-Western grants have run their course, to seek African opportunities through the Overseas Educational Service. In terms of student involvement, if the Board should decide not to seek an AID contract, we should seek to establish a program somewhere in Africa similar to that in Beirut, Tokyo, or Bogota. This would be a minimal program, of course.

(5) We recommend that any AID contract entered into by the GLCA should be administered through the GLCA headquarters office.

(6) The question of designating one or more of the member GLCA colleges as the African Studies Center for the entire Association still remains unresolved. This designation need have no connection with any contract entered into by the Association but should be a recognition of a home-campus program and resources available to students of other GLCA members, in the same manner that GLCA has designated certain colleges for concentration on the Near East and Latin American programs. In other words, we regard such a designation to mean recognition of specialized program and resources, without excluding other GLCA colleges from carrying on activities of their own in the area designated. For example, it now appears that in addition to Kalamazoo, Ohio Wesleyan, and DePauw, Earlham College is expanding its historical East African interest for its own purposes, a development which certainly is in keeping with the Association's broad concept of promoting non-Western studies on all fronts, both collectively through GLCA and by individual college effort.

(7) Finally, we wish to thank the Association and the Department of State for making this experience possible. It was, in fact, so fruitful that we would encourage the Association to seek other cultural exchange funds from the Department of State to permit other GLCA representatives, as "American Specialists," to make similar exploration of exchange possibilities in those parts of the non-Western world most closely related to GLCA planning.

MODERN LANGUAGE ASSOCIATION OF AMERICA,
New York, N.Y., August 26, 1966.

Senator WAYNE MORSE,
U.S. Senate, Washington, D.C.

DEAR SENATOR MORSE: I am writing you in regard to the proposed International Education Act of 1966 (S. 2874). As you know, the Modern Language Association, a learned society with some 22,000 members, has long supported Federal assistance for strengthening those aspects of American education which will better prepare our citizen to understand and to participate in the affairs of this multicultural and multilingual world. Largely as a result of the research findings of the MLA during the early and mid nineteen fifties, the National Defense Education Act of 1958 included the Language Development Program

(Title VI), which has greatly advanced education in the understanding of foreign peoples through its provisions for support to language and area centers, fellowships, research and studies, and institutes. Former Commissioner of Education Lawrence G. Derthick said in December 1958: "The Modern Language Association had a good deal to do—sometimes indirectly, sometimes directly—with the introduction of the Language Title into the new Act and with its favorable reception by Congress."

I am happy to take this opportunity to support the provisions of the International Education Act of 1966. This appears to be a logical evolution from the NDEA legislation and is probably long overdue.

However, I should like to register two comments with reference to the proposed administration of the International Education Act, one of a broad philosophical nature and the other more technical.

First, too frequently in international education programs the serious, difficult, and expensive business of the study of foreign languages has received quite casual treatment. The NDEA Title VI provisions were designed to remedy this persistent situation, and very significant progress was made because of the firm administration of those provisions by a succession of effective leaders enlisted by the Office of Education, and because of the ready cooperation of American education. I respectfully hope that the administration of the International Education Act will give assurance that the hard-won gains in language development will not now be allowed to erode, so that in five or six years the Congress will find it necessary to enact new emergency language development legislation.

Secondly, Secretary Gardner in his fine statement of 17 August 1966 before your Subcommittee proposed that the administration of the centers and language fellowship programs (Section 601 of NDEA) would be administered with the Secretary of Health, Education, and Welfare, rather than with the Commissioner of Education. However, he added: "The NDEA foreign language research program would remain in the Office of Education, closely related to the other research programs of that agency." It appears to me that this latter proposal calls for further examination. The research component of NDEA Title VI has served to improve language instruction in various echelons of American education. Much useful work has been accomplished under this authorization for the purpose of improving language learning in the elementary and secondary schools. But the research program has also been a creative arm for the language and area centers program. Several hundred projects have been financed which have resulted in the availability of specialized instructional materials in numerous languages of Asia and Africa, languages which could not otherwise have been taught at the centers. In addition, many studies, conferences, and surveys dealing with center activities have been funded out of the language research authority. With the expanded role of the Federal Government in international education affairs visualized in S. 2874, the research, studies, and developmental aspects must surely continue to be a vital factor, or the new program will be seriously restricted.

The question is, then, what administrative arrangements for a research component will be provided in the new program? Three alternatives appear to exist:

1. It can be located in the Office of Education, but a satisfactory administrative channel must be assured in order to accommodate the special research needs of the proposed Center for Education Cooperation (CEC) within HEW.
2. It can be located in the CEC, but a satisfactory administrative channel must be assured in order to accommodate the special research needs of the Office of Education.
3. The CEC can administer its own research authority (perhaps the present NDEA Section 602 Research and Studies program), while the Office of Education subsumes concurrent responsibility for broader aspects of language research and development—such as methodological and statistical studies, experimentation in the psychology of language learning, ERIC activities, etc.—under the Cooperative Research Program. This appears to be the most reasonable alternative.

It seems to me that clear and adequate policy on these two problems ought to be arrived at now, and I hope you will invite official reaction from the Department of Health, Education, and Welfare.

Sincerely yours,

JOHN HURT FISHER,
Executive Secretary.

NATIONAL ASSOCIATION FOR FOREIGN STUDENT AFFAIRS,
New York, N.Y., May 31, 1966.

HON. WAYNE MORSE,
U.S. Senate, Washington, D.C.

DEAR SENATOR MORSE: The Board of Directors of the National Association for Foreign Student Affairs, at its Annual Conference held in Chicago May 2–7, has instructed me as President of the Association to forward to you a copy of a Resolution in support of the International Education Act of 1966.

Although we realize that this Act does not directly support programs designed primarily for foreign students, we believe that there would be advantages that would accrue indirectly to foreign student programs as a result of the passage and implementation of the Act.

On behalf of the National Association for Foreign Student Affairs I should like to express appreciation for your great interest in and contribution to international education.

Sincerely yours,

FURMAN A. BRIDGERS, *President.*

RESOLUTION IN SUPPORT OF THE INTERNATIONAL EDUCATION ACT OF 1966

Whereas the National Association for Foreign Student Affairs is dedicated to the thoughtful and carefully conceived expansion of educational interchange between American universities and the universities of other countries around the world; and

Whereas such expansion and the qualitative improvement of existing programs of interchange has been inhibited by the lack of adequate resources in the colleges and universities of the United States; and

Whereas expanding services for foreign students and the American students desiring to study abroad is a major specific need which should be partially met by federal assistance to colleges and universities: Therefore, be it

Resolved, That the 1966 Annual Meeting of the National Association for Foreign Student Affairs: Welcomes the substance and the spirit of the President's Message on International Education and the related legislation, the International Education Act of 1966; Commends the early passage of the proposed legislation (HR 12451, HR 12452, and S. 2874) to the House of Representatives and the United States Senate; Urges the early appropriation of the funds needed to implement effectively the provisions of the Act; Offers to those governmental agencies and departments involved the support and counsel of the leadership and membership of the NAFSA in implementing their expanding roles in the field of international education.

NATIONAL ASSOCIATION OF SOCIAL WORKERS, INC.,
Washington, D.C., May 5, 6196.

HON. WAYNE MORSE,
Chairman, Subcommittee on Education,
Senate Office Building,
Washington, D.C.

DEAR SENATOR MORSE: The National Association of Social Workers wishes to express its support of the International Education Act of 1966 and the programs advocated by President Johnson in his February 2, 1966 message to Congress on International education. Our Association, with a membership of 46,000 social workers in the fifty states, hopes that the Senate Subcommittee on Education will make a favorable report on this bill.

We would like to urge that a liberal interpretation be given the Act, that is, an interpretation which includes social work education. With social welfare needs and programs expanding in nearly every country of the world, shortages of trained manpower are becoming increasingly acute. This is particularly true in the developing countries which have limited reservoirs of trained personnel and very limited training facilities. We believe that social work education has a vital role to play in "the development of resources for international study and research and . . . the progress of education in developing nations" as stated in S. 2874. American social welfare too will benefit by passage of the bill, for the experience of other countries has considerable relevance for the depressed areas of the United States.

I enclose an outline of ways in which we believe these international education programs may appropriately include social work education.

Sincerely yours,

Dr. Herman D. Stein,
Chairman, Commission on International Social Welfare.

Enclosure:

Examples of Social Work Education Programs Under the International Education Act of 1966 (S. 2874 and H.R. 12451) and the President's Message to Congress on International Education, February 2, 1966

1. Centers for Advanced International Studies. Grants to schools, or groups of schools, of social work to operate centers for international research or training. There are at this time no such centers in the U.S. social welfare education field.

One such center might concentrate, for example, on the study of community planning and development, an issue which concerns more than one country and which requires much attention if we are to understand better how incentive to change is developed, the consequences of the breaking up of traditional values and traditional family organization, and what preventive measures will lessen the human hardship accompanying social and economic development.

According to the 1964 Conference on International Social Welfare Manpower, sponsored by the HEW, AID, and the Council on Social Work Education, the challenge today is to determine how social work skills can most constructively be fitted into the new and often quite different patterns that are taking shape all over the world and how these skills may help to build the institutions that will enable developing countries more adequately to meet the needs of people.

2. Strengthening Undergraduate Programs in International Studies. Grants to enable social work faculty in undergraduate colleges to receive training in foreign countries, American social work students to do supervised field work abroad, and social work faculty and scholars from overseas to study in the United States and to serve as visiting faculty or resource persons in American colleges.

Training at the undergraduate level for social workers from abroad is of key importance because most do not have the educational background for graduate study, the traditional educational program for American social workers.

3. Establishment of a Center for Education Cooperation within DHEW. In order that this "focal point for leadership in international education," in the words of the President, may be fully cognizant of social work and social work education, the Center's advisory body, the proposed Council of International Education, to include a representative from the social work profession.

4. Exchange of Teachers and Students. The exchange Peace Corps to include young social work students or social workers from abroad placed in community social welfare programs. The American Education Placement Service, to be established by DHEW, to recruit social work faculty to serve overseas, with financial assistance to those going to areas of special hardship.

At the present time there is no organized and substantial way in which faculty of American schools of social work can get experience abroad, with the exception of the Fulbright programs. While individual faculty members have been able to secure specialized experience, it has been too much a matter of happenstance. A concerted program of exchange of teachers and students will serve the dual purpose of training students and advancing programs in the host countries.

5. AID Programs for Educational Assistance in Developing Nations. Direct assistance to social work education development abroad by allocating funds for teacher training (overseas and in the U.S.), construction of facilities, specialized training in the U.S. of foreign students, and for publishing textbooks.

Many staff members of the new social welfare ministries in developing countries studied in U.S. schools of social work and gained their field experience in American social agencies. And yet of the 75,000 foreign students studying in the U.S. in 1963, less than 400 had social work education as their major field of interest.

6. New Bridges of International Understanding. The Welfare Administration DHEW, to conduct, or contract with the Council on Social Work Education or

individual schools of social work for, conferences of social welfare leaders and experts. Books and other educational materials on social work to be sent abroad. Additional support to an American college abroad enabling it to establish a strong social work sequence and serve as a model for such schools. Special programs for future leaders studying in the U.S. for special courses and summer institutes in order both to aid the students and encourage the schools to plan special programs. Third countries seminars on social work are also indicated.

NATIONAL CONGRESS OF PARENTS & TEACHERS,
Chicago, Ill., September 21, 1966.

Hon. WAYNE L. MORSE,
Senator from Oregon, Senate Office Building,
Washington, D.C.:

The national PTA board of managers meeting in Chicago reaffirm support of the International Education Act already presented to your committee in behalf of national PTA, and urge passage of the act for its potential imporance in increasing international understanding.

MRS. JENNELLE MOORHEAD,
President.

NATIONAL CONFERENCE OF THE U.S. NATIONAL COMMISSION FOR UNESCO,
New Orleans, La., September 29, 1966.

Hon. WAYNE MORSE,
U.S. Senate,
Washington, D.C.:

Delegates from more than 100 leading voluntary organizations representing over 50 million Americans, attending special national conference of the U.S. National Commission for UNESCO, voted unanimously to respectfully urge passage of the International Education Act.

ALVIN EURICH,
Conference Chairman.

NATIONAL EDUCATION ASSOCIATION,
COMMITTEE ON INTERNATIONAL RELATIONS,
Washington, D.C., May 3, 1966.

Hon. WAYNE MORSE,
Old Senate Office Building,
Washington, D.C.

DEAR SENATOR MORSE: The Committee on International Relations of the National Education Association convened on April 29, 1966. During the meeting a full report was made on the status if H.R. 14643. The Committee especially noted with pleasure the tenor and depth of the hearing conducted by the Task Force.

Realizing your long-time devotion to education, the Committee requested also that I inform you that when the Bill for International Education comes to your notice, you will have our support and assistance. This bill represents to us a much needed additional dimension to education.

Sincerely yours,

PAUL E. SMITH, *Secretary.*

NORTHWESTERN UNIVERSITY,
SCHOOL OF LAW,
Chicago, Ill., September 21, 1966.

Hon. WAYNE MORSE,
U.S. Senate,
Washington, D.C.

DEAR SENATOR MORSE: Having just returned from a meeting of the United States National Commission for UNESCO in New Orleans, I write to express my appreciation of your leadership in connection with the International Education Act of 1966 and the hope that it will pass the Senate at this session.

Sincerely yours,

BRUNSON MACCHESNEY,
Professor of Law.

NORTHWESTERN UNIVERSITY,
Evanston, Ill., April 20, 1966.

Senator WAYNE MORSE,
U.S. Senate Office Building,
Washington, D.C.

DEAR SENATOR MORSE: Knowing your leadership in educational matters, I am enclosing a copy of a letter sent to Representative John Brademas concerning the International Education Bill. I hope you will give it your sympathetic consideration.

With kindest regards,
Yours very sincerely,

GWENDOLEN M. CARTER, *Director.*

APRIL 20, 1966.

Representative JOHN BRADEMAS,
House of Representatives Office Building,
Washington, D.C.

DEAR MR. BRADEMAS: I know that your Sub-Committee is considering the International Education Bill and I am writing to say how much it will mean to those of us who are concerned with the area approach to international studies if your committee should strengthen the resources of Title VI. It will be helpful, of course, to have some of the restrictions removed from the present operations of Title VI, e.g., the 50% matching provision, but since most universities are already contributing far more than this the important point for us is to have more funds available to aid us in responding to the demands being put upon us. As Director of the Program of African Studies first established in this country and one of the two or three most comprehensive, I am particularly conscious of the needs as well as contributions of the Program.

I believe strongly that those of us with specialized resources in the universities could and should be making contributions to the development of international studies both at the college level throughout our country and abroad. With adequate resources, we could provide much more training and experience for teachers in the smaller liberal arts colleges and high schools and also work more effectively for mutual advantage with our colleagues and sister institutions in Africa. Only lack of funds is holding us back from exchanges of faculty that are desired both in Africa and on our own campus. The African specialists associated with our Program are closely in touch with their colleagues abroad, as well as in this country, and I believe that support through the International Education Bill for our activities could pay very rich dividends in consolidating what we have been able to do already and giving us the opportunity to expand along the lines we have already charted.

I know your own concern for, and experience in the field of education. Indeed, I am much interested to see that you were at Harvard and Oxford, as I was also, and that we are both political scientists. My own concern for area studies is as a laboratory for disciplinary approaches but one within which interdisciplinary work is not only encouraged but essential. It is in this perspective that I am appealing for your sympathetic interest in that section of NDEA, Title VI, on which our centers and our research are increasingly dependent. I believe sincerely that what we have been able to accomplish already is a good warrant that additional support would be used for the broad advantage of scholarly work and to aid those abroad as well as at home.

I learned from Dr. Roland Young that you have visited the Program of African Studies at Northwestern University on an earlier date and I hope very much that we will have the pleasure of welcoming you here again in the future. Should you be in this vicinity and have the time I would be most appreciative if you would let us know. I would be particularly happy if our faculty and students had the opportunity to hear you speak about your approach to the principles underlying the International Education Bill and to exchange ideas about where we can all most constructively place our efforts.

With kindest regards,
Yours very sincerely,

GWENDOLEN M. CARTER, *Director.*

Prepared Statement of George Winchester Stone, Jr., Dean, Graduate School of Arts and Science, New York University, New York, N.Y.

My concern has long been for the need which so many of us foresee as this century moves into the next, of equipping our hosts of oncoming students in the colleges and universities, with a clear understanding of the requirements for peace, and of providing them with the implements with which to effect it and hold on to it. I emphasize an "understanding of the requirements for peace" rather than of peace itself. If the requirements are clear, men of good will and intelligence will seek to meet them. The requirements have much to do with supplying basic need of food, shelter, clothing, and medical care, but they ramify into the effective distribution of material goods, effective communication between peoples, mutual respect for differing societal, religious, and artistic values and attitudes towards custom, tradition, and expansion, change and revolt—all, in a word, which we imply in the terms "health, education and welfare." The students of one generation become the teachers of the next. The only practical way to come at the students is by the teachers. It is hoped that teachers are and will continue to be persons of initiative, judgment and accomplishment. To produce a continuing band of these, challenged as they are by the rigors of training in their disciplines, we must assure them ample opportunity in the words of the Bill "to develop to the fullest extent possible their intellectual capacities in all areas of knowledge pertaining to other countries, peoples and cultures." To accomplish this is to provide the means for the survival of enlightened democracy. Section 2 of this Bill, therefore, expresses succinctly a rationale for an act which provides the highest type of enlightened national self-interest while it blends with the wider sphere of global human interest.

The liberal and elastic nature of the grants bespoken in Section 3 will be welcomed by all for whom I speak. By accentuating the positive approach and by assuming the right use of the grants by men and universities with wide experience, the statement encourages recipients to accept a tremendous responsibility to the nation and to the world of universal education.

Since graduate education rightly conceived is an inseparable continuum for undergraduates who qualify, I find one of the most attractive features of the Bill in Section 4 which suggests the value of and provides the means for establishing more fully than ever before possible the roots of international education among talented undergraduates.

The key to ultimate success of this legislation when it is passed by Congress, as we hope it will be, lies in the identification of proper recipients for support and the selection of the qualified. One commenting in that old English Epic *Beowulf* about those who should travel abroad, (and, by implication, those who should not) noted:

"Far countries are better visited by one who avails," by one who brings with him a stock of knowledge, experience, and accomplishment, and who also approaches the foreign shore with a receptive attitude towards learning something more and of contributing something to boot.

The opportunity which this Bill will provide is magnificent. The responsibility of selection and follow-up faced by the Secretary of Health, Education and Welfare, and by the agencies of higher education that work with him is unprecedented in sheer magnitude. But both the opportunity and the responsibility are eminently worth offering.

As a Fulbright research scholar in England, and one who also lectured there, in Oslo, Helsinki, and Copenhagen, I can testify to the value which the opportunity of close companionship with the community of scholars abroad, of working with students there, and of using the superior library collections in my field to be found abroad, had in improving my own work in classes here. My students have profited, and I would wish that more and more of our professors could have similar experiences. I welcome likewise the provision in the Bill for bringing visiting scholars and faculty to our centers for the improvement of our staffs and incidentally, for what they may derive of benefit from a settled life with us for a period of time.

My own departments at N.Y.U. of language, government, sociology, anthropology, economics and physics specifically, and the humanities and social sciences in general, have long been seeking to develop cooperative international programs for their faculties and students, which seem to me to be eminently sane and salutary. The language people are apt to look at international education bilaterally in order to perfect the speech and knowledge of the culture of the country of their professional interests. The social scientists and many of the physical scientists look upon international education multi-laterally, which ultimately must be the direction of international studies in our closely knit world.

This Bill will assuredly have the approval of the more than 22,000 teachers who compose the Modern Language Association, of the more than 60,000 citizens who characterize the membership of the 32 organizations which make up the American Council of Learned Societies, and of the several millions who are represented in the U.S. National Commission for UNESCO. Many of these persons are academic, and will carry the responsibilities noted above. Many more are persons deeply interested in this move for the welfare of nations internationally. All members of the three groups are spread throughout all states of the union.

As a member of the U.S. National Commission for UNESCO, as well as a private citizen, I think it proper that you should know my feelings on this subject.

State University of New York,
International Studies and World Affairs,
Oyster Bay, N.Y., September 2, 1966.

Hon. Wayne Morse,
U.S. Senate,
Washington, D.C.

Dear Senator Morse: I am writing you as chairman of the subcommittee on education presently considering your Bill S. 2874 on International Education. As former president of Springfield College, Massachusetts, one of the earliest international colleges in the United States, and since last September, Executive Dean for International Studies and World Affairs of the State University of New York, the largest, youngest, and fastest-growing University in the United States, I have been privileged to work at the grass roots of the needs to be served by this bill. As a Willamette University (Oregon) graduate of 1942, I have a vivid recollection of our football game with the University of Hawaii, Sunday afternoon, December 7, 1941; which was "called" by the bombing of Pearl Harbor—reminder of the sudden smallness of our world, and our pathetic ignorance of events on the other side of the world. This bill, which captures the historic urgency of our time for students generally (provision for undergraduate education) to adequately understand all areas of our shrinking world, and the critical manpower requirement of our leadership role in the world for advanced and specialized competence (provision for centers of advanced international studies), is to be commended for wedding these two essentials in any program aimed at human survival in the short run, and democratic citizenship in one world in the long run.

Though institutions like the State University of New York, with its 58 campuses, 13,000 faculty, 110,000 students, and curricula ranging from agriculture and technical colleges, through university and medical centers, to advanced specialized schools, are doing much to meet this demand, the hour is late, and the resources far too small. In the short year the program in this State University has been developed, centering in our new International Center on this 407 acre estate 40 minutes from the United Nations, with curricular development on all 58 campuses, regional centers overseas, technical assistance to developing nations, learning and library resource development, the State has committed over 10 million dollars in capital and 2 million dollars in operational budget in furthering the purposes of the bill. Yet, we all know American higher education is pitifully prepared to understand mainland China now erupting on the World scene, vast section of Africa, Asia, and Latin America, and particularly the critical issues that lock us into national commitments of men and hardware all over the globe.

We do not yet seem able to grasp the fact that penetrating international understanding requires preparation, special and general education, research and validation on a magnitude commensurate at least with our effort to get a missile to the moon. Indeed, it may prove to be harder to build a bridge from man to man than to get that missile on the moon!

I would hope that the bill anticipates relating the graduate centers to the enrichment of undergraduate general education, as we are organized to do in the State University, so that research will not remain on library shelves or in position papers, merely, but will inform teaching and service as well. Only through this direct and continuous "multiplier" effect, can we hope to cut down the distance between our knowledge and our action, and discharge our national obligation to facilitate an educated citizenry capable of performing responsibly in a global setting.

We hope further, the bill will encourage expansion of bi-national centers, both here and abroad to facilitate authentic collaboration on common problems, feedback involvement of foreign scholars, and refinement of our understanding of American studies and involvement as the proper counterpart of International Studies, much as the State University has developed in our Paris Center. It would seem appropriate that federal funds should seek to clarify through research, teaching, and service the interconnections of American *and* every other national and culture interest that impinges on us, and should seek to inform thereby, not only objective scholarship, but in turn develop an enlightened citizenship capable of participating intelligently in democratic decision-making essential to the fate of us all.

Finally, we hope the bill intends to interpret broadly the internationalizing of the undergraduate curriculum, in something more imaginative than tinkering with a few additional courses. Almost any "study" can be international, and indeed, should be, if it is genuinely responsive to all the data and organized general principles. Unfortunately, "International Studies" have often been little more than a bloodless rehearsal of foreign policy, are merely one among many specializations within an undergraduate curriculum. If the bill really intends to widen the "knowledge of other countries . . . as of . . . utmost importance in promoting mutual understanding and cooperation between nations", then it must insure that all the disciplines that bear on our human situation, and take us swiftly into the heart of the culture, ideology, and practice of other nations and peoples, be encouraged to become "international." One would hope that considerations of quantitative equity in distribution of funds, would not crowd out qualitative innovation in long delayed educational reform in this area. What is needed is not merely more courses in international studies, but the internationalizing of *every* study in the university.

We commend you for the comprehensive terms of the bill, their relevance to all levels of higher education, their intent to augment present limited resources, and new centers of international excellence. We know first hand that our best efforts, already begun in so many places, need the encouragement and help of such legislation, and assure you we are doing all within our power to "catch up" with the needs of our time. Whether we are indeed, too late, only history can tell. Meantime, can we do less than our best to ready every student for his proper responsibility as citizens of this real changing world, and some students with the special skills of advanced competence in the understanding of the language, culture, and critical issues of selected regions of the world? We think not, and trust there will be no hesitancy on the part of the Senate to pass this bill. If any of our staff could be helpful in putting the importance of this bill more urgently before your committee, we would be pleased to do so.

Cordially yours,

GLENN A. OLDS,
Executive Dean.

OREGON STATE UNIVERSITY,
SCHOOL OF EDUCATION,
Corvallis, Oreg., April 25, 1966.

Hon. WAYNE MORSE,
U.S. Senate,
Washington, D.C.

DEAR SENATOR MORSE: We are aware that the International Education Bill is now before Congress. After reading the bill, I feel that it is basically a good one. It would be my suggestion, however, that there be provision made for international workshops in the summer for elementary and secondary teachers to include the different subject matter fields and different kinds of people including teachers, curriculum specialists, and administrators. Provision might also be made for the interchange of teachers and administrators on the various levels on a short time basis, that is, six months to a year.

This institution has worked with the International Education section of the United States Office of Education in providing short time programs (approximately three months) for science, mathematics, and industrial arts teachers.

This program has been, we feel, very worth while but it is limited in scope. We would like to see more of this kind of thing but, in addition, the same kind of opportunity for small groups of American administrators and teachers to work abroad. The International Education Office, in my opinion, is one of the most competent and efficient groups in the United States Office of Education. Dr. Thomas Cotner, chief of that section, is in a position to provide excellent information concerning programs for elementary and secondary persons.

May I take this opportunity to thank you for the service you are providing for this nation. I will stop by your office the next time I am in Washington.

Sincerely,

LESTER BEALS,
Professor of Education.

ELBERT COVELL COLLEGE,
UNIVERSITY OF THE PACIFIC,
Stockton, Calif., March 9, 1966.

Senator WAYNE MORSE,
Senate Office Building,
Washington, D.C.

DEAR SENATOR MORSE: As one of the sponsors of the International Education Act of 1966, you will be interested in the program in inter-American studies which is taking place in the Elbert Covell College, *the Spanish-speaking college* of the University of the Pacific.

This is a college whose efforts for strengthening inter-American affairs brings together students from all the Spanish-speaking countries and interested North Americans from the various States for a living and learning experience in inter-American relations. All subject matter courses, with the exception of English as a Second Language, are taught in the Spanish language. The foreign language barrier is thus completely eliminated for Latin Americans, permitting them to fit immediately into the North American educational system and practices and concentrate on the search for knowledge and creativity in their own language. The North American student bears the responsibility and opportunity of acquiring outstanding Spanish language skills and a vocabulary embracing many academic areas and social activities. The North American student, therefore, receives an unequalled training for future participation in Latin American relations in industrial, educational, and government services.

In agreement with the objectives of the International Education Act, the Elbert Covell College is now actively and totally committed in your proposed comprehensive program for the strengthening of inter-American studies at the undergraduate level. In its third year of official operation (the fifth of planning and development), one hundred and twelve students are presently enrolled in this program, thirty-two from the United States, eighty from sixteen Latin American countries.

Both North Americans and Latin Americans gradually become exceptionally bilingual. All Latin American students are required to study English also. More important than the acquisition of language skills for all these students, however, are the understanding and the ability to deal positively with different cultures which are developed in this program.

The glamour of the exotic quickly wears off and there is developed a clear understanding of different values, preferences, reactions, and techniques for getting along together. In a few years these young men and women will be scattered throughout Latin America in key positions. They will have had the same academic and social background through the three or four years of college association and will have formed lasting friendships and mutual respect. We can anticipate their importance and contributions to stronger inter-American, hence international cooperation.

One half of the Latin American students are scholarship supported by the University. This is with purpose. These ambitious students often set the academic standards. They well recognize the chance-in-a-lifetime for advanced educational preparation, and they make every effort to succeed in the opportunity. Those students who are more privileged financially and not in need of scholarship support must also be present. They serve as representatives of the contemporary influential business, social, and governmental society as it is, and, therefore, the medium in which eventual economic, political, and social progress must evolve forward through the cooperative endeavors and concern for all levels of society.

Until the present, the University itself has invested, in addition to facilities, approximately one-half million dollars in scholarships, faculty salaries, and instructional materials and equipment. Gradually, various individuals, business enterprises with interests in Latin America, and foundations have been contributing grants, but the financial need to keep this going program on the move to better quality is still considerable. As you well understand as a sponsor of the Act, pioneering innovations which differ from the established patterns need support during the formative years.

I would appreciate your close examination of the descriptive materials which are enclosed. We would be very happy to have you or one of your interested colleagues visit this campus so that you could personally observe and evaluate this significant contribution to international studies with its proven excellent results.

Sincerely yours,

ARTHUR J. CULLEN, *Director.*

[From The Pacific Historian, November 1965]

ELBERT COVELL COLLEGE: CARRYING ON THE SPANISH TRADITION IN CALIFORNIA

(By Arthur J. Cullen*)

Tradition's fine logic makes it appropriate that the United States' first Spanish-speaking liberal-arts college should be located in California and at Stockton. For cultural consanguinity subtly links schools at the Pacific Coast missions of the 18th and 19th centuries to an educational experiment underway at California's oldest institution of higher learning, chartered in 1851, the University of the Pacific at Stockton. It is the Elbert Covell College, established in 1963 chiefly to serve students from Latin America whose cultural homeland is Old Spain. As a societal device mingling talented young Latin-Americans with their Anglo-Saxon counterparts, it is in the *zeitgeist* of bettering the relations among the Americas. As an educational innovation, it is making history.

Many colleges or universities in the United States list in their catalogs an area of academic specialization called "Latin American Studies." "Area" is the convenient term for any combination of courses in the social sciences which contain "Latin America" in their titles or the name of any of the individual regions or countries which compose that geographical section of the world. Students who specialize in such Latin American Studies are North Americans. Their classmates are fellow North Americans. Their instructors are North Americans. In a monocultural, monolingual educational learning experience, the academic specialization called Latin American Studies remains all too often an understanding of Latin American affairs from a North American point of view.

But all this knowledge often yields disappointing results for the Spanish major who plans to work and live with Latin Americans. When he receives his college degree he discovers no positions available in Spanish-speaking Latin America for North Americans who have dedicated their college careers to a major in the Spanish language and literature. Spanish-speaking Latin Americans do not need Spanish-speaking North Americans to serve as teachers of the Spanish language and literature in Latin America.

Until the establishment in September, 1963, of the Elbert Covell College, no Latin American Studies program in the United States had presented a constant intercultural living experience for both Latin American and linguistically qualified North American students training them meanwhile to become bilingual specialists. At Covell they are enrolled in the same classes. Their fields of academic emphasis may cover the range of the offerings of the University of the Pacific. One-third of the students who study in Elbert Covell College are North Americans; two-thirds are Latin Americans. Currently eighty Latin American students represent fourteen Spanish-speaking American republics. One-half of these students receive scholarship support from the University, foundations, and government agencies.

All students, both Latin and North American, are required during the four-year program to study courses in both North and Latin American areas. Basic requirements for the Bachelor of Arts degree include "History of Latin America," "History of the United States," "Geography of Anglo-America," "Geography of Central and South America," "Great Figures of Latin American Literature," and "Literature of the United States." Of the 124 units required, a minimum of thirty must be taken in inter-American area courses. Other basic requirements for the Bachelor of Arts degree in Inter-American Studies include a choice between elementary economics or comparative governments, psychology or sociology, physics or chemistry or biology. At least sixty-two units of the total number required for the degree must be in the Spanish language. Only "English as a Second Language" and "Literature of the United States" are required courses in the English language.

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*Dr. Cullen is Director of the Elbert Covell College of the University of the Pacific. He took his doctorate at Middlebury College, Vermont.

With a student body composed of both North and Latin Americans in every course, we have the reactions of two cultures, or the possible reactions of sixteen nations. These reactions, values, contrasts, comparisons, traditions, and beliefs are all in conflict with each other; the final acceptance of these differences gives us the new kind of inter-American experience which must replace the traditional program in Latin American Studies, if such programs are to produce inter-cultural understanding.

It is immensely significant that because of a lack of proficiency in the English language, none of the Latin Americans at Covell could have enrolled as a full-time regular student in any other college or university of the United States. Usually Latin American students do not attend North American colleges to learn English; they come to take advantage of the educational opportunities, to become familiar with the techniques, materials, and equipment which are at the disposal of students in the United States. For them, Covell College eliminates the language barrier.

Usually the Latin American who has received his university education in the United States has studied in the English language. He controls two vocabularies, two concepts, which are not interchangeable, unfortunately. He employs one language to express his social and familiar life; he uses another to express his professional life. He does not share his professional life with his family, with his compatriots, because they do not understand English, the language in which he has acquired his professional training in education, economics, science, etc. Too many foreigners have returned to their native lands with newly acquired information which they were not able to share with their compatriots.

The typical university applicant from Spanish-speaking Latin America speaks Spanish—just as native born North Americans speak English. A conversational or reading knowledge of a second language is not sufficient mastery of it for a student to compete academically with native speakers at the university level. Too many Latin Americans have come to the United States to study and have returned home without the coveted educational training which attracted them to our institutions of higher education. They have returned to their families and homes, bitter and resentful. Their failure can be attributed to their lack of proficiency in the English language.

The traditional Latin Aremican Studies program denies to our own North American students any inter-cultural, natural language-learning experience. We have not eliminated the "cultural shock" for the Latin American who comes to the United States nor eased that of the North American who will go to Latin America. With magnificent language laboratories, expensively equipped with electronic and mechanical devices, with libraries of tapes, records, and visual aids, we boast of new techniques in foreign language teaching, of great strides in foreign language learning. But there is no audio-visual aid to equal the wise use of a bilingual, bicultural living experience among students in the same classrooms, social halls, and dormitories. Too often the Latin American is alone, as he tries to grasp new understandings in the English language. He is judged by monolingual professors on the basis of his revelation of his newly acquired knowledge in the English language.

At Covell we accept the truth that knowledge is independent of the language in which it is expressed, but we strive to create and maintain a natural educational environment in which second language skills will improve while first language competency is respected. Language, either first or second, in any event, must remain secondary to information. What one learns in a language is more important than the language itself.

This is the educational philosophy of the Elbert Covell College. It is a "cluster" college of the University of the Pacific, with its own dormitories, administrative center, dining hall, and social hall. It will soon have its own academic building, although students will always be permitted and urged to take a part of their scholastic program in other Schools of the University. The administrative staff and the great majority of the faculty have full-time duties in the Spanish-speaking college. This college, devoted completely to Inter-American Studies, shares with other Schools of the University such central facilities and services as the library, the infirmary, various science laboratories, maintenance, and housing. Its specific requirements are coordinated with the responsibilities of the offices of admissions, counselling, and business. The Elbert Covell College, like the other cluster colleges, autonomously develops its academic and social program as it harmoniously fits into the total structure and image of the University of the Pacific.

Is Covell achieving its purpose?

One answer comes from Dr. Alberto Lleras Camargo, former president of Colombia, who recently was the Bishop George A. Miller Lecturer at the University of the Pacific.

"I feel very much at home here," he said, "and so would any visitor from Latin America. What I have encountered in this newest college of California's oldest University is something I shall be talking about not only to my friends in Colombia and other Latin American countries, but also in the eastern United States where people justly pride themselves on their cosmopolitan attitude and their intellectual accomplishments.

"What is significant about Elbert Covell is not just the composition of its student body, with its heavy proportion of young people from Latin America. It is even more its purpose: 'Education for Life in the Americas in the 20th Century.' If what you have begun here had been in existence longer and in more colleges and universities both north and south, we might be a lot further ahead in inter-American understanding and cooperation."

Statement by Dr. Alberto Lleras Camargo, Twice President of Colombia, During His Lecture, "After Four Years—How Much Alliance, How Much Progress?"

"Needless to say, I feel very much at home here. And so would any visitor from Latin America. What I have encountered in this newest college of California's oldest University is something I shall be talking about not only to my friends in Colombia and other Latin American countries, but also in the eastern United States where people justly pride themselves on their cosmopolitan attitude and their intellectual accomplishments. For what is significant about Elbert Covell is not just the composition of its student body, with its heavy proportion of young people from Latin America. It is even more its purpose: "Education for Life in the Americas in the 20th Century."

It may not be amiss to say that if what you have just begun here had been in existence longer and in more colleges and universities both north and south, we might be a lot farther ahead in inter-American understanding and cooperation. The Alliance for Progress might have evolved all by itself, without having to be proclaimed and signed as a formal instrument four years ago.

Elbert Covell College: An Inter-American Studies Experience for North American and Latin American Students

(By Arthur J. Cullen)

There are few colleges or universities in the United States which do not list in their catalogs an area of academic specialisation called "Latin American Studies." The pattern differs very little from one educational institution to another: it is an interdisciplinary collection of courses added to a foreign language and "area." The language is usually Spanish although some instruction, especially in the reading skill, may be offered in the Portuguese language to those students who have advanced beyond the intermediate level in the Spanish language. "Area" is the convenient term given usually to any combination of courses in the social sciences which contain the words "Latin America" in their titles or the name of any of the individual regions or countries which compose that geographical section of the world. "History of Latin America," "Geography of Middle America," "Economic Problems of the Caribbean," and "History of Mexico" are course titles which are found in the usual "Latin American Studies" programs. To the language (usually Spanish, with its literatures of Latin America and Spain) and the area courses in the social sciences, may be added courses in any department which offers an acceptable title: "Mexican Art," "Latin American Music," "Nutritional Problems of the Underdeveloped Nations," etc.

The students who specialise in Latin American Studies are North Americans. Their instruction in the area and related fields is in the language of North

America. Their classmates are fellow North Americans. Their instructors are North Americans. In a monocultural, monolingual educational learning experience, the academic specialization called "Latin American Studies" remains all too often an understanding of Latin American affairs from a North American point of view.

There are students and professors in all schools who know that the knowledge of a foreign language, with proficiency in all its skills—understanding, speaking, reading, and writing—is the only key to the first locked door of a labyrinthine series which leads to our understanding of Latin American affairs. This wisdom on the part of some professors and students has, unfortunately, produced specialists in the foreign language rather than in foreign studies. A student begins the study of the Spanish language; he becomes interested and skilled in it; he begins to understand Spanish-speaking Latin Americans and, consequently, decides that he wants to live and work with them. Because the study of the Spanish language has awakened his interest in Spanish-speaking Latin Americans, he mistakenly chooses Spanish, the language and the literatures of Spain and Latin America, as his major field of study. He "majors" in Spanish, just as his colleagues "major" in history or mathematics or physics. He becomes appreciative of the values, the reactions, the *manera de ser* of the people who speak Spanish as their native language. He discovers and understands their ideals as expressed in their literature—their strengths, their weaknesses, their prejudices, their defects, their virtues. He knows them: *los conoce;* and he knows why: *sabe por que.* All this knowledge of the behavior and value patterns of another culture, which he has gained through personal interest and efforts, a culture with which he can communicate, may yield only disappointing results for the Spanish major who plans to work and live with Latin Americans. When he receives his college degree he will discover that there are no positions available in Spanish-speaking Latin America for North Americans who have dedicated their college careers to a major in the Spanish language and literature. Spanish-speaking Latin Americans do not need Spanish-speaking North Americans to serve as teachers of the Spanish language and literature in Latin America.

Until the establishment in September, 1963, of the Elbert Covell College, the Spanish-speaking college of the University of the Pacific in Stockton, California, there had been no Latin American Studies program in the United States which presented a constant intercultural living experience for both North American and Spanish-speaking Latin American students while it trained them to become bilingual specialists in areas of need in Latin America. In the Elbert Covell College North American and Latin American students are enrolled in the same classes. Their fields of academic emphasis may cover the range of the offerings of the University of the Pacific.

There are many great universities in the United States which prepare North American students to become Latin American "specialists." We have waited too long to ask the question, *specialists in what?* History? Political science? Spanish? Men and women with doctoral degrees in Latin American Studies too often use their training to fill teaching positions in other colleges and universities in the United States which perpetuate the traditional programs in Latin American Studies as established in the great universities of the United States. Few of the graduates in Latin American Studies contribute solutions to the critical needs of Latin America in the sciences and mathematics, economic and business administration, teaching and administration in the primary and secondary schools, and home economics. Few have been qualified to help Spanish-speaking people in the Spanish language—either here or there—in the primary needs of all the Americas. Few have realized that Latin American Studies is but half of a twentieth-century social, economic, and political complex which is meaningless without an equal understanding of North American Studies. Are not the critical needs of the twentieth century interrelated in all the Americas? Educators have erroneously used the term "Latin American specialist" for the person who has completed a required number of graduate units of study and written his doctoral thesis in the field of Latin American history; he is, in truth a specialist in Latin American history; he is not a Latin American specialist. There is even some doubt as to the accuracy of that title for him unless he is fluent in the Spanish language and thoroughly familiar with the characteristics of Spanish-speaking peoples, a familiarity learned only through *convivencia* with them.

Far too much emphasis in all existing Latin American Studies programs has been directed toward the study of the history of Latin America. The needs of

Latin America will not be solved by specialists in Latin American history. The needs will not be solved by the Latin American specialists now being graduated by our leading North American universities. Only those programs in which North American and Latin American students together can study the various areas of academic specialization in the Spanish language will produce inter-American specialists who will be capable of putting their skill and knowledge at the immediate mutual service of both Americas. Latin American Studies programs must be replaced by Inter-American Studies programs.

The Elbert Covell College, the Spanish-speaking college of the University of the Pacific, is training young men and women from both English-speaking America and Spanish-speaking America to become inter-American specialists. It is training them to become specialists in a talent which meets a need of all the Americas: the biological sciences, physics, chemistry, mathematics, economics, business administration, teaching and supervision in the elementary and secondary schools. It is teaching these subjects in the Spanish language because that is the language in which the educational and professional talent is transmitted in Spanish-speaking Latin America. A critical need of Latin America is a critical responsibility of North America.

One-third of the students who study in the Elbert Covell College are North Americans; two-thirds are Latin Americans. In the first year of operation of the Elbert Covell College, the Latin American students represented fifteen of the Spanish-speaking American republics. One-half of the Latin American students receive scholarship support from the University, foundations, and government agencies. All students, both Latin American and North American, are required during the four-year program to study courses in both North American and Latin American areas. Basic requirements for the Bachelor of Arts degree in Inter-American Studies include the following courses: "History of Latin America," "History of the United States," "Geography of Anglo-America," "Geography of Central and South America," "Great Figures of Latin American Literature," and "Literature of the United States." Of the 124 units required for the bachelor's degree, a minimum of thirty must be taken in inter-American area courses. All of these courses, with the exception of "Literature of the United States," are taught in the Spanish language. Other basic requirements for the Bachelor of Arts degree in Inter-American Studies include a choice between elementary economics or comparative governments, psychology or sociology, physics or chemistry or biology. At least sixty units of the total number required for the degree must be taken in the Spanish language. If a student majors in the areas of the sciences or mathematics, economics or business administration, or teaching or supervision in the elementary or secondary schools, it will be possible, if he so desires, to take more than 100 units of his total degree work in the Spanish language. Only "English as a Second Language" and "Literature of the United States" are required courses in the English language. North American students are required to take the usual freshman English course in lieu of the course, "English as a Second Language."

With a student body composed of both North and Latin Americans in every course we have the reactions of two cultures (if we simplify by using the two classifications of Anglo-American and Spanish-American), or the possible reactions of sixteen nations (if we limit ourselves to the different nationalities represented in the academic school year of 1963-64). These reactions values, contrasts, comparisons, traditions, and beliefs are all in conflict with each other; the final acceptance of these differences gives us the new kind of inter-American experience which must replace the traditional program in Latin American Studies, if such programs are to produce inter-cultural understanding. A North American cannot penetrate into an understanding of Latin America unless his learning takes place in the presence of Latin Americans. Those of one America cannot learn about themselves without representatives of other cultures, other nations present to question, to contrast, to defend, to seek explanations. In the Elbert Covell College, and in this college alone, a realistic inter-American educational experience is taking place: a self-examination in the presence of other cultures; an examination of other cultures in the presence of their representatives. It is impossible to determine who is teaching whom. Who is becoming an inter-American specialist? All are becoming bilingual in English and Spanish, participating in an inter-cultural living and learning experience, becoming informed in the history, geography, and literature of both Latin and North America, and specializing in an educational or professional need of the Americas.

The Elbert Covell College, after two years of planning and experimentation, opened its doors to sixty students in September, 1963. Twenty of the students were North Americans; forty, Latin Americans. Because of his lack of proficiency in the English language, none of the Latin Americans could have enrolled as a full-time regular student in any other college or university of the United States. The language barrier for these forty students were insurmountable for college entrance in the United States except at the Elbert Covell College.

Latin American students do not attend North American colleges for the purpose of learning English; they attend our colleges in order to take advantage of the educational opportunities, to become familiar with the techniques, materials, and equipment which are at the disposal of students in the United States. In any other school except the Elbert Covell College, North American educational opportunities are available only through the medium of the English language. The Elbert Covell College eliminates the language barrier for Spanish-speaking Latin Americans and thus permits them the accumulation of knowledge in their own language medium. Knowledge is independent of language in the Elbert Covell College.

The Latin American students will return to Latin America; the North American students are also planning to live and work in Spanish-speaking Latin America. It is only right that all of these students be prepared linguistically to share their knowledge immediately in the vocabulary and concepts of the people with whom they will share their training. The United States is a world leader in educational achievement; surely its educators should know that a professional vocabulary in a language can only be obtained by studying the profession in that language. The Latin American who has received his university education in the United States has studied in the English language. He controls two vocabularies, two concepts, which are not interchangeable, unfortunately. He employs one language to express his social and familiar life; he uses another to express his professional life. He does not share his professional life with his family, with his compatriots, because they do not understand English, the language in which he has acquired his professional training in education, economics, science, etc. Too many foreigners have returned to their native lands with newly acquired information which they neither bothered nor were able to share with their compatriots. The immediate dispersal of North American educational and technological advancements has not been facilitated among the compatriots of Latin Americans who have received their professional preparation in the United States.

We have expected Latin Americans to be almost as proficient in the English language as our own high school graduates in order to enroll in our colleges or universities. Surely we should have known that only the most privileged, the most widely travelled, could have met this requirement. The average university applicant in Spanish-speaking Latin America speaks Spanish—just as native born North Americans speak English. A conversational or reading knowledge of a second language is not sufficient mastery of it for a student to compete academically with native speakers at the university level. Too many Latin Americans have come to the United States to study and have returned home without the coveted educational training which attracted them to our institutions of higher education. They have returned to their families and homes, bitter and resentful. Their failure can be attributed to their lack of proficiency in the English language. As leaders in world education, however, we must also admit to our lack of preparation for meeting them as they are—Spanish-speaking. We have erred doubly. Not only have we failed to begin at the natural starting point of communication, which is the student as he is—Spanish-speaking—we have also overlooked the final objective of his university preparation, the sharing of information with his Spanish-speaking compatriots in his own language.

In our traditional Latin American Studies program we must be accused of another oversight: We have denied to our own North American students any intercultural, natural language-learning experience within the confines of the United States. We have not eliminated the "culture shock" for the Latin American who comes to the United States nor eased that of the North American who will go to Latin America. With magnificent language laboratories, expensively equipped with electronic and mechanical devices, with libraries of tapes, records, and visual aids, we boast of new techniques in foreign language teaching, of great strides in foreign language learning. There is no audiovisual aid, and there never will be, which will equal the wise use of a bilingual, bicultural living experience among students in the same classrooms, social halls, and dormitories. It is important to know how to speak a foreign language; of far greater importance, however, is it to know well the man with whom one speaks. To learn to listen, to acquire skill in limitation—these are the basic principles of language learning. To want to speak a second language to a person who wants to speak to you—this is the means to perfect the understanding and speaking skills of a second language. It is also the only means of learning—by trial and test—human reactions, interpretations, and impressions of two cultures in one language.

We have not used the Inter-American human resources at our disposal to create practical Inter-American Studies programs. We have attempted to teach Latin American Studies in our universities (language, area, related subjects—whatever the combination may be) without incorporating in the programs those who know Latin America best, its problems, needs, hopes, and approaches. The interested North American studies with his compatriots as they attempt to penetrate into an understanding of Latin America; the Latin American is too often alone, as he tries to grasp new understandings in the English language. He will be judged by monolingual professors on the basis of his revelation of his newly acquired knowledge in the English language. While we must accept the truth that knowledge is independent of the language in which it is expressed, we must create and maintain a natural educational environment in which second language skills will improve while first language competency is respected. Language, either first or second, in any event, must remain secondary to information. What one learns in a language is more important than the language itself.

In its second year of official operation, the Elbert Covell College will offer the following courses in the Spanish language:

Biological sciences
  Biology.
  Botany.
  Zoology.
Chemistry
  General Chemistry.
  Organic Chemistry.
Business administration and economics
  Principles of Accounting.
  Elementary Economics.
  Introduction to Business.
  Commercial Law.
  Intermediate Economic Analysis.
  History of Economic Thought.
  Business Fluctuations.
Education
  School and Society.
  Learning and the Learner.
  Special Projects in Education.
  Individual Investigation in Education.
  Comparative Education.
Geography
  Geography of Anglo-American.
  Geography of Central and South America.
History and political science
  Comparative Governments.
  History of the United States.
  History of Latin America.
  History and Civilization of Spain.
  Latin America in the Twentieth Century.
Home economics
  Directed Studies in Home Economics.
Mathematics
  Plane Trigonometry.
  College Algebra.
  Calculus with Analytical Geometry.
Physics
  Principles of Physics.
Psychology
  General Psychology.

Sociology
Introduction to Sociology.
Spanish
Basic Spanish Composition.
Speech
Fundamentals of Speech.

The following courses, in addition to those offered throughout the other schools of the University of the Pacific, are offered in the English language:

English as a Second Language
Literature of the United States
Materials and Methods for the Teaching of English as a Second Language

The Elbert Covell College is a "cluster" college of the University of the Pacific, with its own dormitories, administrative center, dining hall, and social hall. It will soon have its own academic building, although students will always be permitted and urged to take a part of their scholastic program in other Schools of the University. The administrative staff and the great majority of the faculty have full-time duties in the Spanish-speaking college. A few of the bilingual professors of the University teach one course in Spanish in the Elbert Covell College. This college, devoted completely to Inter-American Studies, shares with other Schools of the University such central facilities and services as the library, the infirmary, various science laboratories, maintenance, and housing. Its specific requirements are coordinated with the responsibilities of the offices of admissions, counselling, and business. The Elbert Covell College, as the other cluster colleges of the University, autonomously develops its academic and social program as it harmoniously fits into the total structure and image of the University of the Pacific.

In summary, it can be said that the primary objective of the Elbert Covell College is to train young men and women to become inter-American specialists. Such a young man or woman, Latin American or North American, can be characterized in the following manner:

1. He receives training in one of the critical needs of the Americas, a need which will help all nations to progress with mutual benefit in their social, economic, and educational development.

2. He becomes socially and professionally bilingual in the Spanish and English languages. What he learns in a language is more important to him than the language itself; what he learns, he will know in two languages; and thus, he will have the vocabulary and concepts to transmit his knowledge to two socially and linguistically different cultures.

3. He studies the traditions, the manners, the reactions, the values of the people who speak natively the second language which he is mastering.

4. He studies traditions, principles, and values of his own "inherited" culture. When a man through knowledge becomes appreciative and proud of his own culture, he becomes a first-class citizen with all other men and ceases to be envious or afraid of those whose culture differs from his.

The first year of taking Latin American Studies out of the textbooks and converting it into Inter-American Studies in a learning and living situation for men and women from sixteen different countries has ended. It is possible to give an evaluation of the success of the program to date and to indicate the exceptional potential within it for meeting desirable objectives impossible in any other types of inter-American studies program.

For the North American student, it can be said that his educational experience is producing the following results:

[illegible] He is acquiring a functional skill in the Spanish language. The language advantages of foreign residence and study are present here.

2. He becomes acquainted with the behavior patterns—the values, the reactions, the expressions—of people who use the Spanish language natively.

3. He is trained professionally in the sciences and mathematics, economics and business administration, and in teaching and supervision in the elementary and secondary schools, and becomes able to communicate his training in two languages, for two cultures.

4. He is becoming exceptionally well prepared to become either a teacher of Spanish in the United States or a teacher of English as a second language in Latin America.

5. He is experiencing in his studies in the Spainsh language the difficulty until now reserved only for "foreigners" in higher education in the United

States. Therefore, he becomes aware of and very sympathetic to the relationship between the intention of expression and the misinterpretation or lack of understanding of this intention when it is put into a second language.

For the Latin American student, it has become evident that the following is taking place:

1. He maintains an interest in his own country, its culture and development, and thus looks forward to returning to his own country to use his training.

2. He advances in his university career and professional training freed from the language barrier. He observes and participates in North American educational and technological advancements without needing the English language proficiency required in any other educational institution.

3. In fact, although he studies English in programmed academic participation, he is freed from academic competition in subject matter courses in English and, thus, with enthusiasm and confidence he advances rapidly in English language skills through participation in social and non-academic activities carried out in English.

4. He penetrates gradually into an understanding and appreciation of the complex North American society. He is given from three to four years to understand us.

5. He becomes acquainted with other Latin Americans. We can be certain that in ten to twelve years from now these young people will have positions of responsibility in their respective countries. The mutual experience here will influence their attitudes long after the date of graduation.

Latin American students from the Spanish-speaking countries can now enroll in an institution of higher education in the United States to take advantage of North American educational opportunities and technological advancement in their own language. North American students can now become fluent in the Spanish language while specializing in the educational needs of all the Americas.

The Elbert Covell College has initiated a practical, twentieth-century innovation in inter-American education. It deserves to be admired and supported for its pioneering effort.

Elbert Covell College: An Evaluation

Now that the first year of taking inter-American relations out of the textbooks into a learning and living situation for men and women from 16 different countries has ended, it is possible to give an evaluation of the success of the program to date and the exceptional potential within it for meeting desirable objectives impossible in any other type of inter-American educational program.

For the North American student, we are discovering that his educational experience is producing the following results:

1. He is acquiring a professional and conversational skill in the Spanish language. The language advantages of foreign residence and study are present here.

2. He becomes acquainted with the behavior patterns—the values, the reactions the expressions—of people who use the Spanish language natively.

3. He will be uniquely trained for competent leadership in American business and governmental activities in Spanish-speaking countries.

4. He is becoming exceptionally well prepared to become either a teacher of Spanish in the United States or a teacher of English as a Second Language in Latin America.

5. He becomes understanding and tactful with those who do not speak his language well, since he experiences the language difficulty usually reserved for the "foreigner".

For the Latin American student, it has become evident that the following is taking place:

1. He maintains an interest in his own country, its culture and development, and thus looks forward to returning to his own country to use his training.

2. He advances in his university career and professional training freed from the language barrier. He receives his professional training in his own language; thus, he can share it immediately with his compatriots in their language on his return.

3. He penetrates gradually into an understanding and appreciation of North American society and the democratic processes of government and business enterprises.

4. He becomes acquainted with other Latin Americans. We can be certain that within a few years these young people will have positions of responsibility in their respective countries. The mutual experience here will influence their understanding of the United States long after the date of graduation.

5. He is becoming aware and appreciative of his own heritage; thus, he is neither afraid nor envious of the heritage of the other Americans.

ELBERT COVELL COLLEGE

Basic questions concerning the Latin American students, as proposed by prospective donors to the program: 1. Does the Latin American student return to his native country after graduation? 2. What are the graduates doing now?

The objective of the Elbert Covell College with respect to the Latin American students has always been the following: Instruction in their own language, as quickly as possible, and *into productive employment in their own countries.* The Administration of this college has always believed that any educational program for foreigners in this country which encourages and facilitates their remaining in this country after graduation is determintal to the interests of both the foreign country and the United States. This is particularly true of Latin America and other developing nation, which need all the educationally prepared talent they can muster to their support, especially their own nationals. In fact, foreign countries have a right, and in my opinion, an obligation to resent and prevent the drainage of their best prepared citizens to a highly developed country which does not need them so urgently. In order to discourage and make more difficult a failure to return to their own countries, all Latin American students with scholarship support administered by the Elbert Covell College *are admitted to this program under a "J" visa.* This visa requires that the student return to his own country for a minimum of two years after completion of his education. This is the same visa which is required of all foreign students supported by U.S. Government programs. To the best of my knowledge, Elbert Covell is the only college (or university) in the United States which requires this visa in place of the usual student visa. The latter can quite easily be changed to a resident's visa. The Administration of this college has also always been fully aware of its obligation in helping to place its Latin American graduates in employment in their own countries. It is for this reason that American companies such as yours with subsidiaries in Latin America have been informed of this program. We believe that we are performing a service for American business by preparing these young men and women for an active association with American business and personnel in their own countries.

Thus far, only seven Latin Americans (six from Honduras; one from the Dominican Republic) have graduated. They entered the program as advanced students, sponsored by the Agency for International Development. Of the seven, five have written that they hold the following positions in the Ministry of Education in Honduras: Assistant to the Director of the Center for Preparation of Educational Materials for the Alliance for Progress, Supervisor of Social Sciences in the Junior High Schools, Assistant to the Director of Primary Education, Supervisors of Professionalization in the Normal Schools, Supervisor of Home Economics in the Junior High Schools.

In June, 1966, others—both North Americans and Latin Americans—will be graduated; and their training and influence will spread even further after only the third year of operation of the Elbert Covell College.

Elbert Covell College—The Spanish-Speaking College of Liberal Arts of the University of the Pacific

Bachelor of Arts in Inter-American Studies: Minimum of 124 units Major: 24 to 30 units, according to Departmental Requirements.

I. Basic university requirements:

	Units
English Composition or English as a Second Language	6-12
Fundamentals of Speech	3
History and Literature of the Old Testament	2
History and Literature of the New Testament	2
History of the United States	6
Physical Education	2
Total	21-27

II. General studies area requirements:

Elementary Economics or Govermental Institutions of the United States and Political Theory of the United States	6
Geography of Anglo-America and Geography of Central and South America	6
Great Figures of Spanish-American Literature	6
History of Latin America	6
Masters of North American Literature	6
Science: Biology or Chemistry or Physics	8
Spanish Composition (for Latin American students)	3-6
Total	41-44

III. Bilingual Requirement: All students must complete at least 62 units of courses taught in Spanish. For Latin American students the courses in English as a Second Language count toward fulfillment of this requirement.

IV. English Language Requirement: Placement in English as a Second Language classes by examination. Student must follow sequence in consecutive semesters.

V. Mathematics Requirement: Plane Trigonometry and Modern College Algebra or equivalent are minimal requirements in mathematics for a major in economics or business administration or in the sciences.

VI. Spanish Language Requirement: A minimum of 6 units in courses taught in Spanish is required each semester.

Elbert Covell College, University of the Pacific

Registered Students, February 1968

Name	*Citizenship*
Ampie, Salvador	Ecuador
Andrade, Homero	Nicaragua
Andrade, Lourdes	Do.
Andrade, Washington.	Do.
Arriaza, Louis	Chile
Arrivillaga, Rolando	Guatemala
Auza, Enrique	Bolivia
Baldwin, Susan	United States (California)
Beckwith, Janet	Do.
Beighley, K. C.	United States.
Berdugo, Henry	Colombia
Blair, Vivian	United States (México)
Borrero, Gerardo	Ecuador
Brarda, Rogelio	Argentina
Campbell, Martha	United States (California)
Cano, José	México
Callaway, Colleen	United States (California)
Casco, Roberto	Honduras
Castro, Edgardo	El Salvador
Castro, Orlando	Do.
César, Alejandro	Nicaragua
Chirinos, José	Perú
Chu, Zie	Uruguay
Cochran, Peggy	United States (California)
Contreras, Esteban	México
Crohare, Carlos	Chile
Davis, Catherine	United States (California)
De Valencia, Roberto.	Colombia
Diefendorf, Roger	United States (California)
Esquivel, Yolanda	Costa Rica
Fernández-Bussy, Alfredo.	Argentina
Fernández, José I.	Venezuela
Fernández, Rafael	Colombia
Ferrer, Julio	Venezuela

Registered Students, February 1966—Continued

Name	*Citizenship*
Ferrer, Mirella	Italia
Fink, Christine	United States (New York)
Flores, Juan	Honduras
Franklin, Sandra	United States (California)
Godinez, T. E.	Perú
González, Juan	Ecuador
González, Manuel	Chile
Grant, Kathy	United States (California)
Guevara, Erwin	Guatemala
Hargett, Gary	United States (Nevada)
Hilton, Harold	Perú
Jaramillo, Carlos	Colombia
Jo, Enrique	Ecuador
Jo, Francisco	Do.
Jo, Nancy	Do.
Jo, Susana	Do.
Korn, Maxine	United States (California)
Koryama, Zbigniew	Chile
Lar Rieu, Janet	United States (California)
López, Francisco	Nicaragua
Lozano, Diana	United States (California)
Makaroff, Karen	Do.
Martin, Juan	Argentina
Martínez, Horacio	Venezuela
Martínez, Rafael	México
Melero, Francisco	Venezuela
Mesa, Carlos	Honduras
Milk, Carol	United States
Molina, Juan	Colombia
Mora, María	Costa Rica
Moya, Leonor	Venezuela
Murphy, Susan	United States (California)
Orellana, Manuel F.	Guatemala
Ortino, Rubén Dante.	Argentina
Pantoja, José	El Salvador
Pardo, Jaime	Perú
Parra, Rixio	Venezuela
Pereira, Mario Roberto.	Honduras
Persand, McNeil	Colombia
Pinzón, Lyda	Do.
Pizarro, Leonel	Chile
Rasmussen, Roslyn	United States (California)
Recalde, F. Patricio	Ecuador
Reyes, Pedro	Perú
Rodrigues, Betulia	Nicaragua
Romero, Próspero	Ecuador
Roth, Nelson	Venezuela
Salazar, Hernán	Chile
Salvador, Carlos	Ecuador
Sánchez, Luis	Venezuela
Santamaria, Jorge Ciro.	Ecuador
Sheehy, Wesley	Costa Rica
Sielley, Nellie	United States (Connecticut)
Solis, Roberto	Guatemala
Sotomayor, Ricardo	Nicaragua
Stecher, Valerie	United States (Montana)
Sutton, Robert	United States (California)
Tchomlekdjoglou, George.	Argentina
Tessari, Javier	Guatemala
Thomas, Martha M.	United States (Colorado)
Torres, Angel	Ecuador
Tuñón, Jr., Marco Aurelio.	Panama
Urteaga, Enrique	Peru
Urteaga, Nelson	Do.
Valenzuela, Edgar	Ecuador
Vallejo, Gerardo	Do.
Vexler, Idel	Peru
Lau, Zoila	Chile
Walker, Ronald G.	Argentina
Welles, Jere C.	United States (Virginia)
Weiner, Mark	United States (California)
Wurzer, Dorinth D.	United States (Nevada)
Yichoy, Victor	Peru
Young, Susan	United States (California)
Zamudio, Sally	Do.
Zamudio, Walter	Peru
Zumbado, Fernando	Costa Rica

NUMBER OF STUDENTS FROM EACH COUNTRY

Argentina	6
Bolivia	1
Chile	7
Colombia	7
Costa Rica	4
Ecuador	16
Guatemala	5
Honduras	4
Mexico	3
Nicaragua	5
Panama	1
Peru	10
El Salvador	3
Uruguay	1
Venezuela	8
Italy	1
United States	29
Latin American Students	81
European	1
North American	29
Total in all	111

(76 men; 35 women)

ELBERT COVELL COLLEGE—THE SPANISH-SPEAKING COLLEGE OF LIBERAL ARTS, UNIVERSITY OF THE PACIFIC, STOCKTON, CALIF.

COURSES PLANNED FOR THE ACADEMIC YEAR 1965–1966

Biological sciences

General Biology
General Botany
General Zoology

Business administration (economics and business administration)

Chemistry

General Chemistry
Organic Chemistry

Economics and business administration

Principles of Accounting
Elementary Economics
Principles of Organization
Commercial Law
Intermediate Economic Analysis
History of Economic Thought
Business Cycles
Social Change and Economic Development in Latin America
Industrialization of Latin America
Analysis of the Structure of Public Utilities in Latin America
Principles of Foreign Trade in Latin America
Special Projects

Education

Basic Principles of Education
Education and Society
History of Education
Learning and the Learner
Principles and Practices of Guidance
School Supervision
School Organization and Administration
Professional Practice
Special Projects in Education
Comparative Education
Methods and Materials of Teaching
Electronic Physics

English

English as a Second Language
Methods and Materials for the Teaching of English as a Second Language
Masters of American Literature

Geography

Geography of Anglo-America
Geography of Middle and South America
Social and Economic Geography of Latin America
Special Projects

History and political science

History of the United States
Governmental Institutions of the United States
Political Theory of the United States
Western Political Theory
Comparative Political Systems
Latin American Governments
Inter-American Relations
Political and Social Movements in Latin America
History of Latin America
History and Civilization of Spain

Mathematics

Plane Trigonometry
Analytical Trigonometry
College Algebra
Pre-calculus
Calculus with Analytical Geometry

Physics

Principles of Physics

Political science (history and political science)

Psychology

General Psychology

Spanish

Spanish Composition
Great Figures of Spanish-American Literature

Speech

Fundamentals of Speech

Elbert Covell College—University of the Pacific Faculty and Staff, Academic Preparation, 1965–1966

Dr. Arthur J. Cullen: Director. B.S. in Education, University of Alabama. A.M., University of Illinois. D.M.L., Middlebury College.

Dr. Joan Connelly: Dean of Student Life and Assistant Professor of History. A.B., University of California, Berkeley. A.M., Ph. D., Bryn Mawr College.

Dr. Arturo R. Beckwith: Professor of Business Administration. C.P.A., J. L., Cabrera College, Córdoba (Argentina). Doctorado en Economia, Universidad Nacional de Córdoba (Argentina). (Part time)

Mrs. Antoinette Bryant: Instructor in English as a Second Language. A.B., Candidate for the M.A., University of the Pacific.

Dr. Leonard P. Campos: Assistant Professor of Psychology. A.B., City University of New York. A.M., Ph. D., Michigan State University. (Part time)

Dr. Maria Luisa Dash: Assistant Professor of Economics. One year of study, Universidad Central del Ecuador, Quito. Licenciatura, Doctorado en Ciencias Económicas, Universidad Central de Madrid (Spain). (Part time)

Dr. Georges de Boné: Assistant Professor of Economics. L.L.M., Royal Hungarian P. Pazmany University, Budapest (Hungary). Diploma of Commercial Sciences, Royal Hungarian Josef Nador Polytechnical University, Budapest.

Diplome d'Etudes Consulaires, Lausanne University (Switzerland). Licence es Sciences Sociales, Lausanne University. (Part time)

Dr. Donald M. Decker: Assistant Professor of Modern Languages: English as a Second Language. A.B., A.M., University of Michigan. Ph. D., University of California at Los Angeles.

Dr. John L. Dennis: Associate Professor of Speech. Director, Radio and T.V. Station KUOP. A.B., North Central College. A.M., Ph. D., University of Michigan. (Part time)

Dr. Ruth Marie Faurot: Associate Professor of English. A.B., Park College. A.M., University of Kansas. Ph. D., University of North Carolina. (Part time)

Mr. Delvis Fernández: Instructor in Mathematics. A.B., West Minister College (Utah). M.S., University of Miami.

Mr. Julio Ferrer: Head Resident, Casa Werner. Two years of study, Universidad de los Andes, Maracaibo (Venezuela). Candidate for the A.B., University of the Pacific.

Mrs. Mirella Ferrer: Head Resident, Casa Werner. Aviamento Comerciale, Monte cateene, Terme (Italy). Studies: Delta College; University of the Pacific.

Mr. Edward C. Grant: Graduate Assistant in Geography. B.A., San Jose State College.

Mr. Joel C. Hancock: Instructor in History and Political Science. A.B., Candidate for the M.A., University of the Pacific.

Mrs. Ida Hewitt: Secretary. Capital Business College, Salem (Oregon).

Mrs. Helen Hughes: Instructor in Speech. B.A., Shorter College, Georgia. Graduate Studies: University of Georgia, Athens; Universidad Nacional, Mexico City; Universidad de Valladolid (Spain); Universidad de Puerto Rico, Rio Piedras; University of Michigan.

Dr. Horacio A. Mottola: Assistant Professor of Chemistry. Graduate Studies: University of Minnestoa. Doctorado en Quimica, Universidad de Buenos Aires (Argentina). Post doctoral studies: University of Arizona.

Mr. Plinio Negrete: Graduate Assistant in Physics. M.A., Universidad Nacional Autónoma de México, Mexico City.

Mr. Pedro Osuna: Associate Professor of Education. B.S., New Mexico Agricultural and Mechanical College. A.M., Stanford University. (Part time)

Mrs. Donna Peterson: Graduate Assistant in English as a Second Language. A.B., University of the Pacific.

Dr. Larry L. Pippin: Assistant Professor of Political Science. B.A., A.M., University of Wisconsin. Ph. D., Stanford University.

Mr. Leslie Robinson: Assistant Professor of Economics. A.B., M.A., candidate for the Ph. D., Stanford University.

Dr. Andrés Rodrigues-Fraga: Assistant Professor of Physics. Doctor en Ciencias, Universidad de Havana (Cuba).

Dr. Olga Rodrigues-Fraga: Assistant Professor of Biological Sciences. Doctor en Ciencias, Universidad de Havana (Cuba).

Dr. Ada Roscoe: Assistant Professor of Education. Doctora en Educación, Pontificia Universidad Católica del Perú.

Mrs. Sandra J. Martinez: Graduate Assistant in English as a Second Language. A.B., University of New Mexico. Candidate for the M.A., University of the Pacific.

Mrs. Zeta A. Salisbury: Head Resident, Ballantyne House. B.A., South Dakota State University in Brookings.

Mrs. Catalina E. Stipe: Secretary. El Colegio de Sion, San José (Costa Rica). Escuela Gregg, San José.

Mrs. Araceli Terry: Secretary. Instituto Mexicano, Mexico City.

Miss Ruth Ann UpdeGraff: Graduate Assistant in English as a Second Language. A.B., University of California, Berkeley. Candidate for the M.A., University of the Pacific.

[Congressional Record, Washington, Thursday, July 9, 1964, No. 139]

ELBERT COVELL COLLEGE—SPLENDID PROGRESS BY UNIVERSITY OF THE PACIFIC

Mr. KUCHEL. Mr. President, until September 4, 1963, no Latin American student from the Spanish-speaking countries could enroll as a full-time participating student in a North American college or university unless he was proficient in the English language. The doors to North American educational opportunities and technological advancement were closed to all eager Latin American students unless they were as proficient in the English language as our own high school graduates.

In the same way, until September 4, 1963, a North American student, no matter how intense his interest in Spanish America, could not study any subject matter in the Spanish language except its literature. Those North American students who specialized in the critical needs of all the Americas—the sciences, economics, teaching, and so fourth, were seldom, if ever permitted to offer Spanish as the required foreign language in the areas of their specialization.

This unhappy situation was brought to an end by the establishment of Elbert Covell College, the Spanish-speaking college of the University of the Pacific in Stockton, Calif. The educational program of this excellent and unique new college is specifically designed to produce inter-American specialists: young men and women who are trained to offer their skill for the continuing social and economic development of all the American Republics.

These people will be specialists in the skills Latin America needs most—engineering business administration, and educational supervision. But the most important thing is that they will be bilingual, equally able to share their advanced training in two languages, Spanish and English, to people of various cultures. They will have studied the values, traditions, and reactions of the young men and women of another culture, who are their classmates. And no less important, while studying another culture, they will become aware of and appreciative of their own culture, which they are also required to study in this program of inter-American studies.

Mr. President, we in the United States have recently become aware of our drastic shortcomings where the teaching of foreign languages is concerned. This country has a history of producing scholars who are not proficient in any language but English, but these American scholars must go out and deal with persons from foreign nations who are skillfully multilingual. I believe the Elbert Covell College is making a significant and growing contribution toward overcoming this tragic foreign language deficiency among American scholars and, generally, among our people. This college's program is one that should be emulated by other institutions of higher learning throughout this Nation. For this reason, I would like a brief description of this program to be placed in the Congressional Record.

There being no objection, the description was ordered to be printed in the Record, as follows:

ELBERT COVELL COLLEGE: THE SPANISH-SPEAKING COLLEGE OF THE UNIVERSITY OF THE PACIFIC

Until September 4, 1963, no Latin American student from the Spanish-speaking American republics could take advantage of the professional opportunities of higher education in the United States unless he were qualified to meet academic competition in the English language. This Nation of ours, which rightfully boasts of superior teaching techniques, materials equipment, and facilities has been willing and eager to share its educational achievements in this country only with those Latin Americans who were qualified to receive new information through the medium of one language alone—the English language. We have made the serious mistake of sharing North American knowledge in this country only with those men and women who can experience it in the North American language.

We have insisted that the Latin American student begin his advanced education in the United States as equally articulate in the English language as his North American classmate. We have demanded the impossible, for we have demanded that the Latin American be North American in order to partake of North American educational experiences. We expect him to understand, speak, read, and write the English language at a level of correction deemed satisfactory to college entrance examination boards and monolingual professors.

We have failed to meet the Latin American as he is—Spanish speaking. We have related intelligence or academic accomplishment to his revelation of it in the English language.

We disregard his potential for receiving in his own language and disseminating in it new kinds of knowledge to his countrymen. We fail him early in his university career for poor spelling in a language of little use to him or his compatriots upon his return to his native country. Too many Latin American students have come to the United States to study and have failed because of the language barrier. Eager to learn, enthusiastic and ambitious, they have returned home, bitter and resentful.

Other Latin American students have successfully struggled through the language barrier, so successfully, in fact, that they have "North Americanized" themselves and located permanently here rather than return to share their training with their countrymen. If we continue to insist in our institutions of higher learning that Latin Americans be taught in the English language and that they become like us as quickly and thoroughly as possible, we shall continue to do much more harm than good for our Latin American neighbors. We shall make it much easier for the eager, the enthusiastic, the ambitious to remain in this country. We shall be draining national human power from the nations we wish to help rather than send it to them.

In our position of educational leadership we have been wrong in failing to share the resources of this leadership with Latin American students in their own language. We have failed to make adjustments in the techniques and materials so that the shared leadership with Latin Americans could be put to effective use in meeting the special needs and requirements in Latin America. The young and the idealistic men and women who leave families and homes for the purpose of acquiring knowledge and skills which they intend to put at the service of their families, friends, and native land must be given a chance to succeed in their original intention: They must go back home with knowledge immediately applicable to their national needs.

Until September 4, 1963, a North American student, however sincere may have been his desire to live and work in Latin America, could not study any subject matter in Spanish except the language itself and its literature. With this kind of training, he could, of course, teach the Spanish language. Latin America does not need North Americans who have been trained to be Spanish teachers. It does, however, need inter-American specialists who are skilled in the sciences and mathematics, business administration and economics, and teaching and administration in grade schools and high schools.

Latin America does need North American teachers of home economics who are able to share their training in the Spanish language to Spanish-speaking people whose values and reactions they understand and respect. It does need North American biology teachers who can create laboratories out of glass jars and household insects. It does need elementary school teachers who can make a visual aid out of any magazine cover. It does need the bilingual economist who has lived in a nation of consumers, where small profit on many sales satisfies both the man who buys and the man who produces the article. Latin America does need the North American who has something to offer in the Spanish language to a people he understands.

One-third of the students in the Elbert Covell College are North Americans; one-third of the students are Latin Americans whose parents can afford to send them to the United States to study; one-third are Latin Americans who without financial help could not study in this country, or even, possibly, in their own countries. The majority of these students are young, ranging in age from 18 to

22. With belief and effort, like the young in all ages, all countries, the Elbert Covell College students are dedicated to development in Latin America and to improvement in inter-American relations.

Their language for communication in the classrooms, the dining hall, the dormitories, and in social events is Spanish. The Latin American students study programed courses in English as a second language and they are urged to take some of their college work in that language when they are sufficient well prepared to do so. Although the Elbert Covell College is not primarily a center for learning foreign languages, within the period of 4 years all students will be completely bilingual. The Elbert Covell College believes that students should learn their information in the languages in which they are going to use this information. Inter-American specialists who plan to work in Spanish-speaking Latin America must master the vocabulary and concepts of their skills equally well in the Spanish and English languages.

Elbert Covell College provides a unique intercultural living and learning experience. Latin Americans of all economic classes, from all the Spanish-speaking countries study with North American students in an atmosphere where the Spanish language and culture dominate. The flags from each of the American Republics hang from the beams in the Elbert Covell College dining hall. Each Latin American is at home with North American students and other Latin Americans in a valuable and pleasant, educational atmosphere which has reduced to a minimum the "culture-shock" which plagues all students in their first foreign residence and study.

It has also become evident in this first year of operation that both North American and Latin American students are becoming very aware of and appreciative of their own heritage, thus unafraid or envious of the heritage of the other Americans.

Latin American students from the Spanish-speaking countries can now enroll in an institution of higher education in the United States to take advantage of North American educational opportunities and technological advancement in their own language. North American students can now become fluent in the Spanish language while specializing in the educational needs of all the Americas.

The Elbert Covell College has innovated a practical, 20th-century innovation in inter-American education. It deserves to be admired and supported for its pioneering effort.

[Time, the Weekly Newsmagazine, Oct. 11, 1963]

SMALL, AUTONOMOUS, BEAMED AND THE WHOLE OXBRIDGE BIT

REFORMS ON THE COAST

While Britons borrow American ideas, many a U.S. campus aims to outdo its 2,000 competitors by copying Oxbridge. Case in point: California's little (2,551 students) University of the Pacific in Stockton.

In 1951, when it celebrated its 100th birthday as College of the Pacific, the oldest college in California was the model of a football foundry. For years, Coach Amos Alonzo Stagg had built teams that trounced the mighty universities of Chicago and California. By 1950, having climbed to tenth in the nation, Methodist-founded Pacific had progressed from stadiums seating 10,000 to 20,000 to 35,000—and into academic oblivion.

Into Competition.—In those days Pacific lived in the shadow of President Tully C. Knoles, who was wont to dress up like Buffalo Bill, with his goatee jutting, and lead parades aboard a white stallion. But when Knoles died in 1959, the school found in his longtime assistant a distinctly different leader. Eyeing California's booming public citadels of learning, President Robert E. Burns saw that private Pacific was out of the competition.

Burns' answer was to make the place bigger yet smaller—large enough to compete with the well-equipped state schools, but not so monolithic. He changed the name from college to university. Then—after visiting Oxford and Cambridge ("draftiest damn week of my life") for guidance—Burns set out to expand the university through "cluster" colleges: small, autonomous schools with ivied walls, beamed ceilings, great halls and high tables, the whole Oxbridge bit. The first to be opened was Raymond College, a $3,000,000 complex of seven buildings with more than 4,800 crop-rich acres as endowment. Though yet to feel the cling of ivy, Raymond has everything else: tutorials for its 124 students, a scholarly faculty of 17, comprehensive exams, and a bold taste for guest speakers from Birchers to Zennists to Martin Luther King. It is generalist to the core. "Students who want vocational training should go elsewhere," says Burns.

The whole university is no longer a place for on-the-field training. The football schedule has been cut and athletic scholarships shrunk. Says Athletic Director Paul Stagg, Alonzo's son: "I'm riding a very thin line at present."

Cross-Fertilization.—This month Burns opened another college that appears to be unique in the U.S.—one teaching everything in Spanish. The goal of Elbert Covell College is "education for life in the Americas in the 20th century." It will stress math, science, business and schoolteaching. Equally important, it will throw together 250 dissimilar students—two-thirds of them from Latin America, the rest Americans fluent in Spanish. Already on hand are 60 students from the U.S. and 14 Latin American countries. Faculty is still a problem. Covell has spent months trying to find a Spanish-speaking physicist, for example. "The very difficulty we've had shows how much this program is needed," says Director Arthur J. Cullen.

Covell's birth pangs hardly daunt President Burns, who now plans two more colleges—one to be supported by Episcopalians, the other by Presbyterians. "Within 15 years, I see 15 cluster colleges with 3,500 to 6,000 students," he says. Unless football creeps back, Pacific may become one of the nation's most interesting campuses.

[Newsweek, Sept. 30, 1963]

TOTAL IMMERSION

In a biology lab at the University of the Pacific last week, as Prof. Ernest Edwards demonstrated the proper use of the microscope, a puzzled freshman interrupted: "*Lente? Qué es esto?*" Prof. Edwards pointed to the microscope and, in the same fluent Spanish with which he had begun his lecture, explained "lente" means "lens." The student said, "*sí, sí,*" and the class continued.

Spanish dialogue may sound strange in an American biology class, but such interchanges are the linguistic rule at Pacific's brand-new Elbert Covell College. As the first Spanish-speaking college in the U.S., Covell offers instruction in such subjects as "geografía," "historia," and "matemáticas"—completely in Spanish. "We teach English as a foreign language," says Covell director Author J. Cullen.

Actually, English *is* a foreign language for 39 of the 59 students who early this month became Covell's first freshman class. Representing fifteen Latin American countries, these students were lured to the Stockton campus by the prospect of taking their basic college courses in Spanish while learning how to speak English. Many of the twenty Americans, on the other hand, were lured by the prospect of learning Spanish the quickest way: total immersion.

Communication: As far as possible, each American has a Latin American roommate. For instance, William Christianson, a 17-year-old political-science major from Burlingame, Calif., who speaks little Spanish, rooms with Ruben Dante Ortino, a 21-year-old Argentinian who speaks little English. They communicate in sign language, or says, Ortino, "*con un diccionari oen la mano.*"

With small classes (maximum enrollment: 25) and a carefully selected faculty (all fifteen speak Spanish and ten have Ph.D.'s), no U.S. students have dropped any course because of initial failure to hurdle the language barrier. "We try not to put students in over their heads," says Cullen. "If his Spanish is a little weak, we might not allow a boy to enroll in economics which has a highly specialized vocabulary. Instead, he would be allowed to take geography, which has a wealth of visual aids. However, by the time a student graduates, he will have become bilingual."

Cluster: If it fulfills its early promise, Covell may yet put the University of the Pacific on the educational map. Although it is the oldest chartered college in California, UP was for many years better known for the quality of its football teams—it produced the great pro quarterback, Eddie Le Baron—than for the quality of its classrooms. But early in 1961, the school changed both its name (from the College of the Pacific) and its academic personality. "We decided to grow larger by growing smaller," says UP's hard-driving president Robert E. Burns. Rather than simply add students, UP is adding "cluster colleges," each with a distinctive educational approach.

The first one, Raymond College (with a curriculum based on the Oxbridge tutorial system), opened last September. Covell is the second, and in 1965

Burns hopes to launch St. Michael's, which will give the Methodist-affiliated university an Episcopal-sponsored college. "Within fifteen years," predicts Burns, "we'll have fifteen cluster colleges. The idea is not only educationally exciting, but it seems to attract financial resources. All of this makes it a natural way to grow."

PENNSYLVANIA STATE UNIVERSITY,
COLLEGE OF EDUCATION,
University Park, Pa., April 21, 1966.

HON. WAYNE MORSE,
The United States Senate, Washington, D.C.

DEAR SENATOR MORSE: On behalf of the International Relations Committee of the American Personnel and Guidance Association, I would like to support the legislation pending before Congress on International Education and Health (H.R. 12451). As an organization of 8,000 counselors in secondary schools, colleges and universities, and other institutions, this Association is in a position to provide consultation on the bill and assist in its implementation. Furthermore, our organization has eight other divisions made up of counselors and psychologists working in the specialized areas of education and industry; many of these divisions also have international relations groups.

You may be interested to know that A.P.G.A. is presently passing on a policy statement concerning the international responsibilities of guidance and personnel workers. It also holds membership in the International Educational and Vocational Guidance Association. Many of our members counsel foreign students in American schools, as well as serve abroad in professional capacities. For example, as a Fulbright professor, I did guidance work in India and lectured on five continents concerning this uniquely American contribution to education.

With reference to Document No. 375, I believe that A.P.G.A. could make a significant contribution in the following areas with which this Act deals:

(1) The establishment of a center for educational cooperation; it should have a section on guidance and counseling.

(2) Our members could serve effectively on the proposed Council on International Education.

(3) Our members can counsel college graduates for the proposed post of Education Officers in the U.S. Foreign Service, and would also make excellent candidates for these positions themselves.

(4) Our members can assist in the area of intercultural relations and international opportunities in the programs planned for elementary and secondary schools in international studies.

(5) Our members now serving in small colleges may be in a position to help the development of programs of international education in these institutions.

(6) Counselor educators could undertake the research and training which would be important to international education.

A.P.G.A. members are in a good position to counsel students on international study, travel, service, and work opportunities. They also guide foreign students and could be very helpful when an exchange Peace Corps is established. Their placement and vocational guidance skills would be essential to the successful implementation of the plan for an American Education Placement Service. Our experience in human relations and leadership development should be helpful to any conferences of leaders and experts that might be planned in conjunction with this Act.

However, I am appalled that so little reference is made in the comprehensive statements of this new Act concerning the implications of guidance, counseling and personnel work for international education. I believe that this is an oversight. Assistance is especially needed to stimulate curriculum in programs of counselor education, so that they consider the international dimensions of the student personnel field. If at any time the International Relations Committee can be of assistance to you and other advocates of this legislation, please be assured of our desire to cooperate. When the bill has been finally approved and the appropriations made, I am sure that A.P.G.A. through this Committee can make a vital contribution to the implementation of the purposes of this significant Act.

Cordially yours,

PHILIP R. HARRIS, Ph. D.,
Chairman, International Relations Committee,
American Personnel and Guidance Association.

REGIONAL COUNCIL FOR INTERNATIONAL EDUCATION,
OFFICE OF CULTURAL AND EDUCATIONAL EXCHANGE,
UNIVERSITY OF PITTSBURGH,
Pittsburgh, Pa., May 5, 1966.

Hon. WAYNE MORSE,
U.S. Senate,
Washington, D.C.

DEAR SENATOR MORSE: May I congratulate you on the responsibility you have assumed as the sponsor of the International Education Bill of 1966 in the Senate.

As President of the Regional Council for International Education, an association of 38 colleges and universities in Pennsylvania, Ohio and West Virginia, I wish to express to your our enthusiastic support for the bill and to transmit a resolution passed unanimously at the Council's Seventh Annual Conference held at Allegheny College, Pennsylvania, April 15, 1966. In this resolution the delegates from the member institutions give specific support to the principle of ultimate cooperation between government and educational associations, consortia and councils in developing proposals, receiving and administering funds, and otherwise carrying out the intent of the bill. The resolution reads: "Resolved, that the assembled delegates of the Seventh Annual Conference of the Regional Council for International Education urge Congress to include specific authorization in the International Education Bill of 1966 enabling educational associations, consortia or councils to make proposals and receive grants under the terms of the bill."

The Regional Council has expressed its wholehearted support for the wording of the bill (HR 14643) recently reported from Committee which authorizes the Secretary of Health, Education and Welfare to make grants not only to institutions of higher education but also to combinations of such institutions. We urge the Senate to adopt similar wording.

The Council also supports the new wording added to Sections 3 and 4 of the House bill authorizing the Secretary to make grants to public and private agencies and organizations, including professional and scholarly associations, when such grants will make an especially significant contribution to the objectives of the bill.

The members of our association, which include state and private colleges and universities, are particularly concerned with undergraduate education and the future of the smaller institutions which have until now been unable to participate as fully as they desire in the development of the international dimension of education on the American campus. As a means to overcome this deficiency these 38 institutions have joined together to do in association or combination the things they are not able to do alone.

Our experience over the past six years has demonstrated the validity of the cooperative approach. It is our conviction that only in this way will most of the small institutions be able to move in the direction of fully articulated international programs. For the need is not merely for books, physical facilities or new faculty. It is for the expansion of the institution's total capabilities to meet the demanding complexities of the modern world through the development of a campus-wide sensitivity to the implications of international education.

To help achieve this goal the Regional Council has already initiated programs of faculty seminars here and abroad, library development, foreign student orientation, study abroad for American students, and faculty exchange. It has established its first overseas center and created an effective system of interinstitutional communication and consultation. All of these are programs which in the aggregate and even individually most of the institutions would find impossible to undertake alone. The Regional Council has thus laid the foundation for sound cooperative development among its members. Government support can provide the added ingredient that will markedly accelerate progress toward the attainment of the kind of excellence in education to which we all aspire.

But we write not only for the Regional Council. All over the country institutional associations have sprung up in response to the clear need for mutual support in meeting the challenges of modern education. State educational systems and groups of undergraduate institutions particularly have found strength through centralized or cooperative activities. It is probable that within the next five years a majority of American institutions of higher education will be engaged in some kind of substantial cooperative enterprise with other institutions.

We therefore sincerely hope bills with the wording incorporated in HR 14643 will receive the broad support in Congress and in the nation that they deserve.

Sincerely,

SHEPHERD L. WITMAN, *President.*

UNIVERSITY OF RHODE ISLAND,
DEPARTMENT OF HISTORY,
Kingston, R.I., March 14, 1966.

HON. SENATOR WAYNE MORSE,
Senate Office Building,
Washington, D.C.

DEAR SENATOR MORSE: I have seen with special interest and enthusiasm the legislation, H.R. 12451, H.R. 12452, and S. 2874 which would become an International Education Act intended to encourage advanced studies in international affairs. This would meet a need which I have witnessed first hand for some years. Such an act would make it possible for those of us on this campus to move into such a program much earlier than we once thought possible. I endorse it whole heartedly and so do a number of my colleagues.

Sincerely yours,

DANIEL H. THOMAS, *Professor.*

EUGENE OREG., *September 19, 1966.*

SENATOR WAYNE MORSE,
Senate Office Building,
Washington, D.C.:

A conference of educators from 10 public and private Oregon institutions of higher education meeting in Portland, September 9 and 10, has been discussing the prospects for improving and expanding our programs in international education. We have welcomed the increasing support which the Federal Government has been providing for the development of centers for the study of many foreign languages and areas. We have had high hopes that the International Education Act of 1966, and other measures related to its objectives, would be enacted early in this session of Congress.

The need for additional support—especially for strong study programs abroad is most urgent. Substantial leadtime is required for effective planning and making adequate arrangements abroad. Since the academic year is about to begin we are deeply concerned that further delay in this legislation will limit very seriously the potential development of new programs in international education. We hope that you and your colleagues will give the highest priority to the enactment to this authorization and the related appropriation bills.

This legislation may well be critical in developing the intellectual resources, of this country for better understanding and cooperation of world affairs.

DR. MILES ROMNEY,
Vice Chancellor for Academic Affairs.

SAINT MICHAEL'S COLLEGE,
Winooski, Vt., March 10, 1966.

HON. WAYNE D. MORSE,
Chairman of Senate Subcommittee on Education,
Senate Office Building, Washington, D.C.

DEAR SENATOR MORSE: The International Education Act of 1966 (S. 2874, H.R. 12451 and H.R. 12452), introduced in Congress at the beginning of February, in our opinion, is very vague in one aspect of international education which we consider primary.

If foreign nationals are to take full advantage of the various educational opportunities which the United States has to offer them, it seems obvious that many of them must undergo concentrated courses in English. The implementation of the above Bills, it seems to us, can be accomplished only if adequate means of communication among the various peoples and nations can be acquired. The role of the United States in international education now being planned by Congress requires a *lingua franca* as the bridge of communications. This can only be English.

This is written with some basis in experience for judgment. St. Michael's College has developed a program to teach English to foreign students since 1954. There have been about 4000 students in the program from thirty or forty nations in the world. The program has been aimed (1) at individuals who intended to perfect their English so as to enter American colleges and universities and (2) at individuals who needed English as a tool for the realization of personal or business objectives.

The basic course has been a sixteen week program, which can be followed by another sixteen week program for greater perfection. The facilities, staff, classrooms, and language laboratory can competency handle ninety students every sixteen weeks during the school year. In the summer over two hundred have been taught. We are now considering the expansion of these facilities to handle more students during the academic year.

In addition to this basic program, we have developed a course which covers all the material of a regular Freshman course in English for American boys and girls. The only difference is that we devote, for foreign students, 240 class hours, including 60 hours of laboratory.

In the last four years we have also endeavored to train teachers of English as a second language in graduate programs. These courses have been revised to bring them directly in line with offerings to be found in the ten best graduate programs in the Teaching of English as a Second Language, as recently described by Professor Edward Erasmus of the University of Kansas. As a matter of fact Professor Erasmus used our program as one of the ten he described.

Furthermore, in addition to the formal teaching, we carry on a program of acculturation to the American tradition for foreign nationals. This program provides opportunities for them to meet Americans within our various institutions, clubs, industries, schools, churches, etc. and to spend time in American homes during holidays and vacation periods.

As examples of what we have accomplished, let me cite the following:

1) Three groups of Tunisian teacher candidates came to learn how to teach English as a Second Language. They are all teaching English in Tunisia at the present time.

2) A group of nine Congolese teacher candidates for whom we prepared a special program are now teaching English in the Congo. One was recently cited by the government of the Republic of the Congo for his excellence in teaching.

3) A group of 104 Hungarians learned their basic English at St. Michael's College and afterward spread over the United States into various occupations. Fifty-six of them went to college.

4) A large group of Cuban students learned English here and then matriculated in colleges and universities throughout the Country.

We believe that such programs as the above would implement the International Education Act of 1966, particularly Section 4 of S2874. It is not spelled out clearly that the development of such programs as those outlined above is covered.

Sincerely yours,

Very Rev. GERALD E. DUPONT, S.S.E.,
President.

SAN JOSE STATE COLLEGE,
DIVISION OF EDUCATION,
San Jose, Calif., April 18, 1966.

Hon. WAYNE MORSE,
Senate Building,
Washington, D.C.

DEAR SIR: As a former associate director for the U.S. Dependents Schools in Europe, Africa, and the Middle-East, I write to express concern that one of the greatest opportunities to foster the development of intercultural relations and international education might not be provided for in the pending legislation on International Education.

To have the most direct impact upon the largest group of students in a single school system, the legislation should include provisions for the support of intercultural education for the 170,000 "dependent children" now overseas and enrolled in the American schools of the Department of Defense. As these children are "rotated" with their parents on the average of once every three years, it figures that every six years there are 340,000 children who have spent three years abroad; every nine years, there are 510,000 children; and so on.

The location of the military and government personnel families in other countries does not automatically bring about intercultural understanding; and, unfortunately, our Dependents Schools do not in all cases offer as much "international education" as they might. There are a number of reasons for this, some of which I could not overcome in the two years (1963–1965) that I was responsible for curriculum development of our schools in Europe, Africa, and the Middle-East. Reports come to me now to the effect that some of the gains made recently have not been continued; and, if true, our nation is missing one of the great opportunities of all time. There are some wonderful examples of DOD school programs designed to promote better intercultural relations, but such excellent educational programs are all too few. Much more effort should be made by our overseas schools (both U.S. Dependents Schools and the independent American International Schools), as well as by the Armed Services for the military personnel.

As far as I know, never in the history of the world has a nation maintained so many of its younger generation abroad—and certainly, in the spirit of these times, one of the priorities of its educational program ought to be international understanding.

I trust that you will find a way to provide for the "international education" of our "dependent children" overseas, as well as for the students attending schools and colleges within the States.

Sincerely,

G. W. Foss,
Professor of Education.

Southern Illinois University,
Education Division,
Edwardsville, Ill., March 28, 1966.

Hon. Wayne Morse,
U.S. Senator from Oregon,
Senate Office Building,
Washington, D.C.

Dear Senator Morse: For several years, you have used some of my data in regard to hearings you have conducted as Chairman of a sub-committee in the area of education. Whether you are conducting the hearings this year or not, you will be a member. I am asking you to make the enclosed article, "Relating Federal Educational Legislation to the Needs of Mankind," a part of the 1966 hearings. Also, please send me a copy of the hearings when they are printed. In my graduate courses that I teach, I find the prior hearings very fine references.

As a personal note, you were really a "hit" in your recent St. Louis speech. Also, I have just returned from a trip to Seattle and Portland, and I find your popularity high in educational circles.

A friend.

George S. Reuter, Jr.

Relating Federal Educational Legislation to the Needs of Mankind

(By Dr. and Mrs. George S. Reuter, Jr.)

INTRODUCTION

We are in a moral crisis that is ever changing, but all changes reveal one constant factor. The moral life of mankind is continually in the embarrassment of realizing that the absolutes of Biblical and rational norms—which enjoin responsibility for the neighbor's welfare—can never be perfectly fulfilled, either by the use of or abstention from any of the instruments of community or conflict. Yes, we should deplore war as contrary to God's intention for His children. Christians should never lose their capacity to care, and they should express to the responsible national leaders their desire that nothing be neglected that might bring about a "meeting of the minds" that would promote a peaceful, honorable, and just solution of the current crisis in Southeast Asia. Finally, we should be concerned about eradicating the causes of war and planting the roots of peace wherever possible. U.S. Senator Wayne L. Morse of Oregon stands high in this area, but, unlike most statesmen, he also is a giant in promoting needed Federal legislation in the realm of public education. This article is thus dedicated to the proposition of reviewing the major issues involved in relating the educational needs of mankind to the Great Society via democratic philosophy.

We are living, in Sir Winston Churchill's phrase, amidst "a security which is the child of terror and a survival which is the twin brother of annihilation." Leo Rosten has said: "We must learn to meet fanaticism with courage, and idealism with great care, for we must be skeptical of what is promised even by virtuous men, but has not been provided." Yes, in these hectic days that try men's souls, when the fundamental principles of brotherhood are being openly flouted by the politically oriented Communists, we often think of the strong man of mythology whose strength was renewed every time he touched Mother Earth. By the same token, our strength is renewed and our courage goes forward when we make contact with free people.

Our Founding Fathers did not bestow upon us a system of freedom, finished and fine. Rather, they set us upon the road that leads toward freedom; they lighted a lamp for us, and they gave us a Constitution as a vehicle; but it has been up to those Americans who came after them to make the long journey. The failure of imagination, the torpidity, the placid indifference of many people to the social challenges of our day is not likely to be overcome without extending our structures. It is thus imperative that we initiate and maintain a sane dialogue in the academic community.

The good citizen finds the causes of our social disturbances and contributes his best efforts toward eliminating them. The time has come for Christians of this country to lead the greatest demonstration in history. By careful planning and effective teaching, we must demonstrate against the forces of lawlessness, indifferent citizenship, and moral deterioration. We thus must testify to our profound love for our Nation and humanity.

Yes, we who count ourselves in the company of the Judaeo-Christian tradition believe that truth is a sovereign God "who bringeth princes to naught and maketh the judges of the earth as vanity," and this is a source of immense and incalculable wisdom. A country which knows that there is a Lord whose majesty dwarfs the pretentions of even the most powerful nation is one which may not be destroyed by its own vanity. Or, expressed in another manner, if there were only 1,000 people in the world, under the percentages that now exist, there would be 60 Americans and 940 people representing the balance of the world. Those 60 Americans would possess half of the income, the other 940 the other half. Five hundred of the 940 would never have heard of Jesus Christ. More than 500 would be hearing about Karl Marx, Lenin, Stalin, and current Communist leaders. The 60 Americans and about 200 others of the 940 throughout the world would be relatively well-off, but most of the others would be uneducated, poor, hungry and sick.

Never has there been greater need for this kind of unselfish neighborliness. As Christians, we welcome new knowledge, and work in the world in attempting to include love. Yet, the American families spend at least $850.00 annually for military defense, but less than $4.00 per year to share their faith with the other people of the world. Sometimes in middle-class America we pretend that life is nothing but achievement and well-being is everything, but then the "Brooksees" and the "Gowsters" come into focus, because they are found in our cities. The Gowsters are public school students who terrorize the teachers, refuse to study, speak a dialect of their own, and consider "whitey" the enemy. The Brooksees are trying hard to get an education, and get along well with the whites, which is one reason the Gowsters hate them.

The academic community may try t[illegible]ld itself apart from the fear, despair, and disorder of the times. It may, unw[illegible]ingly, contribute to the turbulence, or it may overtly try to help distinguish the landmarks by which a course can be steered through present oversized dangers and alarms.

To avoid catastrophe in our world, the United Nations is at work helping to channel both know-how and capital from the rich industrial countries to the poor undeveloped. Of every 20 U.N. employees, 17 are engaged in these programs of social progress and economic growth.

The Dignity of Challenge

Today, as ever, we need light and challenge. Long ago Christ came into a generation which needed these. Under his influence he persuaded a little group of ordinary men to take the light they possessed and put it on a candlestick, and then came the revolutionary consequences. We must not do less than this in our time.

Christians are recognizing the challenges and problems. Dr. John R. Rice, one of the greatest Bible scholars of our time, has said: "I think that desegregation was inevitable sooner or later." Inherent in the idea of equality before the law is the concept of equality of opportunity. This we commonly refer to as free enterprise—the right of every individual to choose his trade or calling, his right to engage in fair competition, and to succeed or fail in accordance with his skill, training, experience, incentive, and desire.

Reinhold Niebuhr has exercised vast influence on American social and political thought as he has attempted to show how the Christian view of man is able to account more satisfactorily for the heights to which he (man) can aspire and the depths to which he sinks. America will continue to progress in dignity and freedom so long as our people cherish liberty, justice, truth, honor God and continue to take positive steps to help all people secure these conditions.

It is important to remember that most of the world is nonwhite. If we had a sample of 100 people that would accurately represent in proper proportion a cross-section of the population of the globe, we would have one from Australia, New Zealand, or the South Pacific; five from the U.S. and Canada; six from the U.S.S.R.; eight from Africa; nine from Latin America; fourteen or fifteen from Western Europe; and fifty-six from Asia.

Historically one of the greatest single events of this decade will be the political liberation of Africa. This continent is about four times as great in area as the United States, fifty percent larger than U.S.S.R. and larger than all of North America. It is almost 5,000 miles long and 4,500 miles wide. It has an area as large as the U.S., Western Europe, India, and Red China combined. Ninety-seven percent of the two hundred and forty million people are of African origin and they speak seven hundred languages or dialects. Approximately eighty-five percent of the people cannot read or write, and sixty-two million of the eighty-three million children of school age are not in school. The average annual income of $132.00 per person is less than that of any other continent.

Our unwillingness to take more initiative in Africa is all the more remarkable because it is the one area of the world in which the United States has more freedom of action and fewer constraints on its foreign policy-making than in any other. The administration seems to have accepted as applicable to Africa, the Kennan-Lippmann thesis on the limitations of U.S. capacity to influence the direction of affairs in distant areas of the world.

As the African leviathan rouses from his slumber to shout his resentment against the tyranny of his former colonial masters and of the white man, he knows that at the same time he is overwhelmed by the necessity of striding, in a mere decade, from a condition of primitive illiteracy into a technological culture which is unbelievably complex and sophisticated. He has neither the time nor the desire to develop the political institutions on which government, or the consent of the governed, can be based. Regardless of the time or the complexity involved, he is determined to take his place under the sun.

One result of our policy of self-abnegation is that the desire of the newly independent states to widen their relations, and to dilute the influence of their former colonel masters, is being ignored, and the conditions for their continuing dependency are being nurtured. This promotes the image of neocolonialism and African "stooge" governments ripe for national liberation, as propagated by Communist China and radical nationalist African states, such as Ghana.

Education as a Tool for Progress

Benjamin Franklin once said: "An investment in knowledge pays the best interest." Also, Edmund Burke of England noted: "The public interest requires doing today the things that men of intelligence and good will would wish, five or ten years hence, had been done." People are thus free to the extent that their productive and creative activities are unimpeded. The educator must find the causes of our social disturbances and contribute his best efforts.

Our remarkable phenomenon of today, especially of the last two decades, is the increasingly high value American society has placed on knowledge—the production, acquisition, and dissemination—and thus on the inquiring mind. The refreshing new value judgment is apparent on many levels. Education today, more than ever before, has the responsibility for preparing individuals with the inner strength and intellectual understanding to enable them to cope with life in an age pressured not only by constant and rapid change but also where instant annihilation of whole populations is an ever-present possibility.

Pope John XXIII said it rightly: "Beloved children, must we repeat and exalt the principle of human solidarity and remember and preach loudly the duty of those communities and individuals who live in plenty to reach out to those who live in want?" America is the richest Nation history has known, yet millions of our people are trapped in the dead-end street of poverty through illiteracy, lack of basic skills, racial discrimination, broken homes, age, and ill health.

We Americans find it difficult to realize that hunger stalks the world. Let us consider our neighbor to the South as just one example. It is estimated that only 50,000 of Haiti's 4,500,000 people are actually wage earners. The annual per capita income of Haiti is only $75,000. Population density there is greater than in India or China—430 persons per square mile. The life expectancy is only thirty-five years.

More than half of the world's people suffer from chronic malnutrition, and the hunger problem is getting worse. If drastic measures are not taken soon, it is estimated that the diet of two out of every three people in the world will deteriorate. The reason is not hard to guess. It has taken 100,000 years for the world's population to reach its present level of three billion people. In thirty-five years, between now and the end of this century, three billion more people will be added.

Lord Boyd-Orr once said: "hunger is the worst politician." You can't digest Karl Marx on a full stomach. There are two other things that must disturb Christians. The one is that the mass of the hungry are, by and large, the so-called "colored people." And the mass of the well-fed are, by and large, the "white people." Also, the well-fed are normally Christians. We find nothing in Holy Writ that links obesity with sanctity.

Today's war on poverty is attacking poverty where it starts. We are recognizing that America's great system of free public education is the most important ingredient in her enormous economic growth and power, hence the current war on poverty is geared to wipe out inherited poverty, by making certain that each child has a real educational opportunity, and by helping those who missed out on education to make up the deficiency.

The Dignity of Life

Perhaps the Old Testament character, Nehemiah, provides a relevant Biblical illustration of tension. Nehemiah, you will recall, was the highly placed Jew in the court of Artaxeres, the fifth century B.C. Persian monarch. Nehemiah returned to Jerusalem as Governor to lead in the rebuilding of the city's walls, which had been lying in ruins ever since Nebachadnezzar destroyed them in 586 B. C. While the construction was proceeding, Nehemiah's enemies, certain non-Jews, gathered round the city, ridiculing his efforts and, threatening to attack.

Later, in our own Nation, Abraham Lincoln's fight for human rights was generated in Alton, Illinois, from the spirit of the great martyr of freedom, Elijah P. Lovejoy. Since that time, many pioneer trails have been developed in this area. A modern lady for this current critical era is Lena Horne. She has written one of the best autobiographies of this age. It is about one of the greatest ladies of history. This worthy book comes at a very appropriate time. Yes, the excellent book, "Lena," provides the background and understanding of the non-white problem. The world is a cynical old place, but now and then our faith is restored when fortune smiles in the right direction. "Lena" is not only the true story of one of the greatest Americans who is known, admired, and loved around the world, but it has great depth in the areas of psychology, sociology, and human relations. The greatness of Miss Horne is recognized in all walks of life, but one proper setting for her is found in "One Blood."[1] The principles of the book, "Lena," are these:

1. *Right to Equality:*[2] "I was never taught by them that I was not as good as any white person and I figured if this was true for me it was true for all the other Negroes as well."

2. *Right to Safety:*[3] "What I remember was the surge of fear that was almost palpable in our car, and the sudden, shocking change in my mother's mood from one of holiday to one of terror. It was the first time I had ever experienced fear like that. I was to learn more about it in the South as I grew older."

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[1] George S. Reuter, Jr., August M. Hintz, and Helen H. Reuter, *One Blood* (Exposition Press: New York, 1964), p. 39.

[2] Lena Horne and Richard Schickel, *Lena* (Doubleday and Company: Garden City, New York 1965), p. 117.

[3] *Ibid.*, p. 24.

3. *Right to Human Dignity:*[4] "I suppose it seems a small point, but to me it seemed a denial of my right to share a group activity with my associates. For in school here, as in other Southern schools, I was set apart by my color and my Northern accent." Later:[5] "There was talk about me for many months in Hollywood and it finally culminated in a protest meeting. I was called 'an Eastern upstart' and a tool of the NAACP and I was forced to get up and try to explain that I was not trying to start a revolt or steal work from anyone and that the NAACP was not using me for any ulterior purpose."

4. *Right to Christian Love:*[6] "But when I was young, there was nothing at all militant about the church. The people used it as a refuge, if not from life, then certainly from the white man. It was a pacifier. And it was also the one place where the white man never, never interfered with the lives of Negroes. He could trust the minister to keep them happy, and in turn, the church made the white man happy. It assuaged his guilt to see the happy, docile Negroes going to church on Sunday, apparently conent with their lot."

5. *Right to Domestic Happiness:*[7] "Negro women, no matter what their age or background or understanding of the problem, have to be terribly strong. They cannot relax, they cannot simply be loving wives waiting for the man of the house to come home from work. They have to be spiritual sponges, absorbing the racially inflicted hurts of their men. Yet, at the same time they have to give courage, make him know that it is worth going on, worth going back day after day to the humiliations and discouragements of trying to make it in the white man's world. It isn't easy to be a sponge and an inspiration. It doesn't leave enough room for love to develop. You both become victims of the system you're trying to fight. The strain on a marriage is incredible."

6. *Right to Personal Happiness:*[8] "When a Negro woman marries a white man it is yet another put-down of the Negro man. It wounds his already deeply wounded vanity and masculinity. For a hundred years the system has decreed that he takes the worst jobs, the worst education, that he not be able to give his family as good a home and neighborhood as a white man of the same status. Then he sees a Negro woman marrying a man of the race that has oppressed him, and it's impossible for him to believe that it was a purely personal decision. In fact, he is unwilling to concede her the right to make such a decision."

Later about a friend:[9] "Perhaps, he wanted to see if they could learn to see me as he saw me—as a woman first, a Negro second. If they could do that, then maybe they could see him as a man and all of us as individuals."

Still later about her future husband:[10] "The thing I noticed first about Lennie was not the color of his skin, but the fact that he was a musician. They were the ones, white and Negro, with whom, all my adult life, I had been able to be easy and relaxed. Music was, and perhaps still is, the area of my life where the question of color comes second and the question of whether you play good or not is the one you have to answer as a test of admission into society."

7. *Right to Christian Ethics:*[11] "Whenever I made a general statement of belief or commented on some injustice that did not directly involve me, I felt as if I were reacting like one of Pavlov's pups, responding not because I chose to, but because I had been conditioned to do so, whatever my true feelings." Later:[12] "It would be equally false for me to attempt a role like Jimmy Baldwin's on the one hand or Dick Gregory's on the other. I had to go on being me. And that meant that I must find ways to contribute to life as it was happening now—to the cause—without losing myself in it, without being false either to it or to me."

A Brighter Tomorrow

Our supersonic flights, our explorations of matter, our Early Bird satellite have provided us with new dimensions of human togetherness, but at the same time, they have provided us with the possibility of new dimensions of manipulation and tyranny.

A world that is already three billion in population, and racing toward six in the predictable future, thus must be viewed in something other than white skins or residing within the three-mile limit of the coast line of the U.S. Either we must choose to shrink from this prospect in fear because of its immensity, or we can strive to understand it and realistically plan toward it in the kind of world in which we hope to survive.

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[4] *Ibid.*, p. 31.
[5] *Ibid.*, p. 137.
[6] *Ibid.*, p. 84.
[7] *Ibid.*, p. 82.
[8] *Ibid.*, p. 205.
[9] *Ibid.*, p. 143.
[10] *Ibid.*, pp. 193–194.
[11] *Ibid.*, p. 233.
[12] *Ibid.*, p. 287.

So long as lawyers, public officials, and State courts in the South continue to distort the process of public power so that Negro citizens may not enjoy the legal equality promised them or exercise the liberties assured them by the Constitution, Federal authority must continue to make itself felt.

The U.S. Supreme Court's reapportionment decisions in June, 1964, rank as one of the most far-reaching series of decisions since the beginning of judicial review, and few decisions will help public education and social welfare more. The Court, utilizing the "equal protection of the laws" clause of the 14th Amendment, embraced a one-man, one-vote principle.

Finally, in these hectic days that try men's souls when the fundamental principles of democracy are being openly flouted by many, our Nation, after carefully considering the historical philosophy, must move ahead educationally in 1966. With a wise educational program suggested by President Johnson, America can expect Senator Morse, "Mr. Education of the U.S. Senate," to once again give the imaginative and progressive leadership necessary to guarantee to all mankind the quality education so needed in this critical era. After the Congress has responded, there is just no predicting the extent of what Christian America can do.

Southern Illinois University,
Department of Philosophy,
Carbondale, Ill., August 15, 1966.

Hon. Wayne Morse,
United States Senate,
Washington, D.C.

Dear Senator Morse: It seems to me that passage of the International Education Act of 1966 is important both for education in this country and for improved international relations. I hope you will support it with full vigor.

Sincerely yours,

Lewis E. Hahn,
Research Professor and Director of Graduate Studies in Philosophy.

Southern Illinois University,
Carbondale, Ill., August 22, 1966.

Hon. Wayne Morse,
Chairman, Education Subcommittee, Committee on Labor and Public Welfare,
United States Senate, Washington, D.C.

Dear Senator Morse: You invited me to send an additional statement for the record, supplementing the testimony which Dr. Tudor and I gave last Friday in support of S. 2874, amplifying my suggestion about the need for providing broader international content to the education of *all* Americans—not just those who will be working overseas.

Perhaps the best statement I can offer for the record in support of my observation is a quote from an unpublished paper which I had prepared jointly with Dr. Paul Schwarz from the American Institutes for Research last May:

"In recent years we have made a number of fundamental decisions about the objectives of American education. We have reaffirmed our commitment to excellence. We have decided to pursue excellence more vigorously. And, most importantly, we have redefined 'excellence' in accordance with present day values and needs.

"One of the standards of excellence that has emerged is the *relevance* of the education that the individual student receives. Is it relevant to his needs, in the light of his own talents and aspirations? Is it relevant to the many new demands for living and working productively in today's world? Is it relevant to the larger needs of society and of the Nation? These are among the most important of the criteria by which the quality of American education and our efforts to improve education are to be judged.

"Most of the changes that are being made in our educational system, and much of the pressure for still greater and faster change follow directly from these basic objectives. We have evaluated the relevance of our traditional practices and found them wanting, and are devoting considerable energy to the search for better solutions. And in a number of the areas if deficiency—e.g., in meeting the demands of the technological revolution—marked progress is being made.

"One of the notable areas of deficiency in which progress has lagged relates to the broad field of international education. We have recognized for some time the urgent relevance of educational programs that will prepare our youth for life in a community of nations in which peoples and languages and cultures are increasingly intermingled. But we have done little to inject into the traditional curriculum the new elements that preparation for life in a polycultural society requires. The President has said that 'no child should grow to manhood in America without realizing the promise and the peril of the world beyond our borders.' Yet, to the vast majority of our population the opportunity to develop vistas beyond their immediate experiences continues to be denied.

"The consequences of the provincialism of our education are increasingly pervasive. They are felt by the many thousands of Americans who are trying to work effectively in other cultures, or at home with representatives of other cultures, and are finding it surprising difficult to communicate and digest. They are mirrored in the frustration of highest officials struggling to explain the complex objectives of foreign policy to an electorate not prepared to grasp or evaluate even the fundamentals. They are seen in our general apathy toward all but the most dramatic international issues. The percentage of adult Americans who take a continuing and analytical interest in world affairs has been estimated at one percent. Much as we espouse international cooperation and world order, we seem ill prepared to contribute to their development, or even to accept their practical implications.

"To meet these needs, a new approach to international education in the American educational establishment will almost certainly be required. Simply giving the student the larger dose of polycultural information will not do the job. We must devise programs that will enable him to make specific judgments and decisions on the basis of broader perspectives acquired in school and that will motivate him to seek out additional experiences that will further stretch his perspective as an adult. We must, in effect, add a new dimension to his system of values; and this can be accomplished only through imaginative programs and methods not yet developed."

In this respect the new International Education Act holds great promise. If this act is passed, if there are adequate supporting funds, if its measures are imaginatively implemented, it can become a prime moving force in bringing about the changes which must be made in curriculum, in teaching methodology, in philosophy of education, to educate the on-coming generations to live meaningfully in the world as it is today. Beyond the stimulus which may be provided by this act, funds are needed which are not now available in the schools and colleges and universities to carry out experimentation, pilot programs, retraining of teachers (including direct exposure to other cultures), and other activities which will begin to point the way—just as the seed efforts of the National Science Foundation in recent years have brought about changes in the teaching of the sciences.

This focus upon the need of American education to become more broadly infused with international content and international dimensions argues strongly for passage of the Interational Education Act—today a far more potent need than the demand for international education specialists, as persuasive as that demand may be.

Dr. Tudor and I appreciate the courteous attention given to our testimony last Friday, and, in behalf of the University, we are grateful for the opportunity to make a matter of record our support of the legislation on international education.

Sincerely yours,

ROBERT JACOBS,
Assistant to the Vice-President for Student and Area Services.

UNIVERSITY OF WISCONSIN,
Madison, Wis., September 21, 1966.

Senator WAYNE MORSE,
Senate Office Building, Washington, D.C.:

University of Wisconsin strongly favors major strengthening of international programs at colleges and universities on a national basis and supports concepts of International Education Act of 1966 now pending. Safeguards must be provided to insure broadest participation at both the graduate and undergraduate levels. University of Wisconsin, with special strength at graduate faculty levels, is willing to assist smaller institutions, statewide, move forward in international educaton.

State funds and foundation funds have been available in limited quantities, because of other demands placed upon these sources. There is no question about the need for major fund commitments next decade and beyond for development of international competence in wide variety of fields. Such developments essential to the national interest and must be based as broadly as possible. Strengthening of legislative proposals to accomplish this will earn full support of the academic community nationwide. University of Wisconsin is prepared to help in any appropriate way.

Fred Harvey Harrington, *President.*

Swarthmore College,
Swarthmore, Pa., September 21, 1966.

Senator Wayne Morse,
Chairman, Subcommittee on Education,
Senate Office Building, Washington, D.C.:

Swarthmore is glad to support the International Education Act as desirable and helpful measure.

Courtney Smith, *President.*

Arlington, Va., *September 16, 1966.*

Hon. Senator Wayne Morse,
Senate Office Building, Washington, D.C.

Dear Senator Morse: I am writing you in reference to the International Education Act which is at present pending consideration in your Committee.

As you know, the International Education Act is concerned with a vast international program which is designed to bring about an exchange of educational ideas, systems and programs in cooperation with all countries in the world. The importance of such a plan cannot be underestimated. It is perhaps the best and most worthy piece of legislation that has been envisioned by our able legislators. This Act can have repercussions which may bring about more good than has ever before been experienced in the world. It is commendable that our country can originate and foster such a plan.

There are those, however, who hesitate to endorse such an ambitious project of education because it may involve the United States in expenditures and commitments which may be unrealistic and inappropriate at this time. There are also others who oppose such an undertaking because they fear that Government is exerting too much influence and control where education is concerned, and that academic freedom is jeopardized. There is, too, the fear that the Act may have international repercussions which will arouse suspicions and hostility among our friends and enemies abroad, who will look upon the American scheme as an act of intrusion and influence in the affairs of others. All these doubts are well founded and they arise from serious concern by those who expound them. On the other hand, the good that can come from such an Act can far outweigh any doubts or suspicions that may exist.

It is true that the plan is an ambitious and far reaching one, but it is also true that if it succeeds it can well change the course of history. We can envision, if we dare, that it can produce a Renaissance of Learning that will encompass the whole of our civilization, and that it will do more to unite the States of the world and bring peace and understanding among them than any other act in history. It may foster a Golden Age that has never existed before.

Those of us who are scholars and learned men and women cannot turn our backs to such a plan; neither can we remain silent on such an issue. We appreciate the implications that are involved here. It is for this reason that I am writing to you, to ask that you give this legislation your support.

I speak as a woman who has been exposed to a considerable amount of education and as an American who has lived, studied and taught abroad. I have seen squalor, ignorance and poverty but I have also been privileged to witness and experience beauties and treasures that come from foreign cultures and people. There is much that we, as Americans, can give to the world, and there is much that the world can give to us. The monetary cost is insignificant in proportion to the benefits that will ensue. By benefits I mean the emancipation of shackled minds, the improvement of living, the development and appreciation of arts and sciences, the growth of understanding and the fostering of friendly relations with all nations. This is a project that aims at enlightening the world. I do not hesitate, therefore, to write to you, Honorable Senator Morse, and to implore you to see that the International Education Act is passed. It may go down in history as the greatest piece of legislation that was ever enacted by our government, and you can have the satisfaction of knowing that you had a hand in making this glorious dream come true.

I shall be happy to assist your committee in any testimony that may be useful for the passage of this Bill.

Respectfully yours,

Mrs. HELEN MARTIN-TRIGONA.

HELEN MARTIN-TRIGONA

Education

University of New Hampshire—B.A.; major, history and political science; minor, English.

Cornell University—M.A.; major, rhetoric and public address; minor, theater.

Wesleyan University—Graduate studies in international politics.

Oxford University—B. Litt.; graduate studies in English literature.

University of Illinois—Ph. D.; major, rhetoric and public address; minor, English.

Travels

England, France, Belgium, Germany, Luxembourg, Italy, Greece, Israel, Lebanon, Suez, Egypt, Sudan, Nigeria, Ascension Island, Brazil, Puerto Rico.

Lived in: England, 2 years plus; France, 1 year; Egypt, 1½ years; Greece, 6 months.

Languages

Greece, excellent.
French, good.
German, fair.

Teaching experience

University of Illinois.
University of Maryland.
Central Connecticut State College.
Oxford Academy of English, Oxford England.
St. Giles School of English, Oxford England.
Other, etc.

CORCORAN DEPARTMENT OF HISTORY,
UNIVERSITY OF VIRGINIA,
Charlottesville, June 16, 1966.

Hon. WAYNE MORSE,
Senate Office Building,
Washington, D.C.

DEAR SENATOR MORSE: I am pleased to learn that you are taking prompt action to hold hearings on the International Education Act of 1966. I trust that the urgency of your action will be reflected in positive and early approval by the Senate.

The International Education Act is an important piece of legislation with implications for affecting the direction in which American education moves in the middle of the 20th century. I am confident that with your support and direction the bill will be enacted this session.

I would appreciate receiving reports of your committee hearings on this measure and the relevant pages of the Congressional Record when it comes before the Senate.

Respectfully,

WALTER HAUSER, *Chairman,*
Committee for International Studies and Research.

WASHINGTON STATE UNIVERSITY,
DEPARTMENT OF EDUCATION,
Pullman, Wash., March 27, 1966.

MR. WAYNE MORSE,
Senator, State of Oregon,
Washington, D.C.

DEAR SIR: I have recently returned from a Peace Corps assignment in Ethiopia. It was a wonderful experience. I saw a trace of the potential that can result from the projection of America's human resources. Along with this development I witnessed the frustration resulting in the effort of the American mission to operate at two extremes. I was at one extreme, a young inexperienced volunteer wanting to serve, but restricted because of the need for "tools" to give wholeness to my drive and enthusiasm. On the other extreme were those, in other foreign aid programs, who possessed the alternatives of experience plus the financial backing to be of great service, but lacked the commitment necessary to be totally involved.

I have been very much interested in the leadership you have given to the proposed International Education Act. I want to encourage you in giving this Act a philosophy that will integrate the best qualities of each of these two extremes. I trust, as guidelines are developed, that the involvement of well-meaning and sincere, but naive educators will not distort the effort to prepare individuals for this program.

Within each of the participating countries there are nationals who can give insight in establishing their educational needs. I suggest, for instance, Dr. Aklilu Habte, Faculty of Education, Haile Sellassie I University, Addis Ababa, Ethiopia. I hope that this dual effort will establish a framework where the International Education Act will *remain* America's most significant contribution to the immerging nations. I encourage your support. I look forward to being a participant.

Sincerely,

DARYLE RUSSELL,
Research Assistant.

WESTERN RESERVE UNIVERSITY,
OFFICE OF THE PROVOST,
Cleveland, Ohio, June 22, 1966.

Re House Bill 14643.

HON. WAYNE L. MORSE,
Chairman of the Senate Subcommittee on Education, 417 Senate Office Building, Washington, D.C.

SIR: We are most gratified in the House Committee's recent favorable report on H.R. 14643, and hope that it will be possible for your committee to schedule hearings on the Bill at an early date.

This university has long been interested in broadening its program in the field of international activities. Section III of the proposed legislation will provide the kind of support that will make this possible.

Sincerely yours,

ALAN R. MORITZ.

YAKIMA VALLEY COLLEGE,
Yakima, Wash., August 28, 1966.

HON. WAYNE MORSE,
U.S. Senate,
Washington, D.C.

DEAR SENATOR MORSE: There are many of us in higher education who are vitally interested in the passage of the "International Education Act of 1966" which, I believe is designated S. 2874. I understand that it has passed the House of Representatives. We certainly appreciate your introduction of this bill into the Senate and we hope that it is making some progress there. Could you apprise me of the present status of the bill and what the prospects of passage are?

If there are any "key" persons that it would be helpful to have us contact in the U.S. Congress, I would appreciate having their names and we will try to explain to them our support of this proposed legislation. Thank you very much.

Sincerely,

JAMES G. NEWBILL,
Legislative Committee of the Association of Higher Education.

YALE UNIVERSITY,
OFFICE OF THE PRESIDENT,
New Haven, Conn., May 3, 1966.

Hon. WAYNE L. MORSE,
United States Senate, Senate Office Building,
Washington, D.C.

DEAR SENATOR MORSE: Yale University has a strong and continuing interest in the fields covered by the International Education Act of 1966 now pending. For many years the University has been allocating substantial resources to the development of major programs in international studies, including the following: East Asian Studies, Russian and East European Studies, Southeast Asia Studies, Latin American Studies, African Studies, International Relations, and Comparative and European Studies. For three of these, Southeast Asia, East Asia, and Latin American, we have centers established under the National Defense Education Act, Title VI.

The University's purpose in devoting major resources to these programs is to provide a new generation of trained and sophisticated specialists and to promote, in the long run, a deeper and wider understanding of the areas and problems involved. Our training and research programs have benefited greatly by certain types of Government support, notably those included in NDA, Title VI. The existing budget ceiling on NDEA, Title VI, centers, and on other moneys have placed certain limits on our effectiveness in achieving our objectives.

We wish therefore to urge that the Congress give special attention to proposals in the new Act under the heading "Amendments to Strengthen Title VI of the National Defense Education Act of 1958." All of these amendments, in our view—if backed by increased appropriations—would greatly strengthen the effectiveness of our major graduate programs in this country for both training and research.

We believe that certain of the categories of grant support now listed under the proposals for centers for advanced international studies and undergraduate programs in international studies would also be of value for the major graduate centers. First, we would call particular attention to the desirability of providing our major graduate schools with stipends for foreign trainees at our centers. In the last fiscal year Yale spent very large sums from its general university resources for the support of foreign students. For example, in the Graduate School of Arts and Sciences alone in 1965–66, we spent $700,000 of our own funds for aid to foreign students. However, these resources are severely limited. We would like to be able to do more than we now can for gifted foreign students who apply in great numbers to Yale. Second, we believe that the graduate centers would also benefit greatly from grants for visiting foreign scholars and resource persons. All our programs now seek ways and means of making it possible for foreign specialists to participate in our activities, to broaden their own training, and to increase their expehtise; we could effectively do more if we had more funds. A third need is in the category of "teaching and research materials." Yale is spending and is committed to spend large sums on our specialized research collections relating to international studies. Rising costs for acquisitions and staffing make it extremely difficult to satisfy the ever increasing needs in this critical area.

We would favor the proposed Centers for Advanced International Studies if their establishment did not mean a thinning out of support for established major programs and if the standards for qualification were kept at a high level. We recognize the potential usefulness of the proposed undergraduate programs but would favor an initial effort to strengthen and modestly enlarge the undergraduate centers established last year under NDEA.

In summary, Yale would give priority to the proposed changes in NDEA, Title VI, and the other program items noted which would strengthen the nation's graduate training and research centers.

Sincerely yours,

KINGMAN BREWSTER, Jr.,
President.

(The following communication was subsequently received for the record:)

RESPONSE OF THE DEPARTMENT OF THE TREASURY FOR COMMENTS ON AMENDMENT No. 736

Reference is made to your request for the views of this Department on the amendment intended to be proposed by Mr. Javits to S. 2874, "To provide for the strengthening of American educational resources for international studies and research." (Amendment No. 736).

The amendment would amend the Mutual Educational and Cultural Exchange Act of 1961: (1) by adding a provision to Section 102(b) of the Act authorizing the President to provide for promoting studies, research and other educational activities of citizens and nationals of foreign countries in American schools, colleges and universities by making available to the citizens and nationals of less developed friendly countries for exchange for currencies of their respective countries (other than excess foreign currencies) such amounts of United States dollars as may be necessary to enable those who are coming to the United States temporarily as students, etc., to meet expenses of the kind described in section 104(e)(1) of that Act; (2) by adding provisions to section 104 of that Act which would (a) authorize the President, for the purpose of performing the above functions, to establish the exchange rates at which all foreign currencies may be acquired through such operations, and to issue regulations binding upon all embassies with respect to the exchange rates to be applicable in each of the countries where currency exchanges are authorized, (b) authorize the President to make suitable arrangements for protecting the interests of the United States in connection with the ownership, use and disposition of all such foreign currencies as may be acquired and (c) provide that the total amount of U.S. dollars which may be acquired by any individual through these currency exchanges shall not exceed $3,000 during any calendar year; and (3) by providing in Section 105 of that Act authority to appropriate for making such currency exchanges not to exceed $10,000,000 for the fiscal year ending June 30, 1968 and not to exceed $15,000,000 for the fiscal year ending June 30, 1969.

This Department is fully in accord with the objective of the amendment to facilitate educational exchanges between the United States and the nationals of less developed friendly foreign countries. However, the procedures and requirements set forth in the amendment raise doubts as to the desirability of seeking the objective in this way.

In terms of the United States balance of payments, the exclusion of the excess currency countries provides protection to our position; foreign currencies would be purchased only where we needed to acquire them for official use and, in turn, the dollars paid out by the Government would be expended in the United States. To avoid an adverse impact on our international payments position it is essential that this proviso be retained in the amendment. But this necessary requirement leaves the amendment open to the charge of discrimination against persons who are otherwise eligible and are desirous of participating in the program but are barred merely because they are located in an excess currency country.

A second source of potential difficulty lies in the exchange control laws, regulations and procedures which prevail in the respective countries eligible for participation under the amendment. As a general rule, these countries, having inconvertible currencies and with very limited foreign exchange resources, seek to concentrate and budget such resources on the basis of national priorities. They resent and generally oppose procedures which deprive them of control over foreign exchange which otherwise would flow into their own banking institutions. Since consent of the foreign country concerned would be required for the contemplated procedure, it therefore seems likely that many countries would not agree to implement the amendment.

Subsections (g) (1) and (2) which are to be added to Section 104 of the Mutual Educational and Cultural Exchange Act of 1961 authorizing the President to establish exchange rates at which foreign currencies may be acquired and directing him to make suitable arrangements for protecting the interests of the United States in connection with the ownership, use and disposition of the acquired foreign currencies would appear to be unnecessary. The Act of December 23, 1944 (58 Stat. 921), as amended by the Act of June 16, 1953 (67 Stat. 61; 31 U.S.C. 492a), authorizes disbursing officers of the United States, subject to regulations promulgated thereunder, to conduct for official purposes exchange transactions involving United States and foreign currency and coin, checks, draft bills of exchange and other instruments. In this connection it is assumed that the amendment does not purport to authorize the furnishing of dollars and the acquisition by the United States of foreign currencies in exchange therefor at a time when the U.S. does not have a need for the particular foreign currency involved in the exchange or that arrangements be made with foreign countries restricting our normal use or disposition of the acquired foreign currencies. Furthermore, the language used in subsections (g) (1) and (2) might be construed by a foreign government as a derogation of its sovereign right to control transactions in its own currency, including the official rates at which it is purchased and sold.

Subsection 9(c) of the amendment authorizing appropriations would appear to be unnecessary since only foreign exchange transactions, not expenditures, are contemplated by the amendment and the U.S. dollars used in such exchanges would be dollars available to United States disbursing officers for such official transactions.

The administration of the proposed program, including travel arrangements and the scheduling of dollar payments geared to requirements, will involve problems for the Department of State with which it is particularly familiar and the Treasury Department defers to its view on these matters.

This Department has no objection to the proposed amendment for balance of payments reasons but considers it doubtful whether it would substatially promote the objective. We defer to the Department of Health, Education and Welfare as to whether the International Education Act is the appropriate legislation for an amendment of this type.

The Department has been advised by the Bureau of the Budget that there is no objection from the standpoint of the Administration's program to the submission of this report to your Committee.

(Whereupon, at 10:15 a.m., the subcommittee adjourned the public hearings to go into executive session.)

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